

Curriculum Policy

(Including EYFS)
ISI Regulatory Policy
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Curriculum Policy

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Curriculum Policy

Curriculum Preamble

High standards and traditional values are at the heart of our work at the Crescent. Pupils are encouraged to strive for the highest level of achievement commensurate with their age and ability, in all areas of the curriculum. Emphasis is placed on speaking & listening, numeracy and literacy. The requirements of the National Curriculum are fully encompassed by the academic programme, but in most subjects, work extends well beyond.

1. Aims

Our School Aims relating to the curriculum, teaching & learning are as follows:

- To deliver a broad, engaging, inspiring curriculum that prepares the children for their next steps educationally and for the changing demands of the modern world
- To enable pupils to achieve their best in their learning
- To set high expectations and provide all the support the pupils need in pursuing them
- To provide outstanding teaching that has genuine impact on all pupils' learning and progress
- To provide an excellent specialist lesson programme that increases as the pupils move through the school

Our curriculum provides for:

- full-time supervised education for pupils of compulsory school age up to the age of 11, which gives pupils experience in linguistic, mathematical, scientific, technological, personal and social, physical, aesthetic and creative education;
- subject matter appropriate for their ages and aptitudes, including those pupils with an EHC plan, and those who have been identified as our more able pupils.
- pupils to acquire skills in speaking and listening, literacy and numeracy;
- where a pupil has a statement or PLP an education which fulfils its requirements;
- personal, social and health education which reflects the school's aims and ethos; (see PSHE policy)
- all pupils to have the opportunity to learn and make progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.
- the promotion of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- the active promotion of the ethos and values expressed in the School Promise
- Inclusion and highlighting aspects of SMSC education

Creative and physical talents are also encouraged. Music, drama and PE are taught to all pupils by specialist staff as is art. There is a wide range of co-curricular activities in music, art, games and drama.

We have a Learning Support Unit that provides help for children with Special Educational Needs or who simply need some additional support because they have gaps in their knowledge. This support can be offered in class through differentiated work and/or additional support or through one-to-one support out of class. Children with English as an additional language can also be supported in this way or through specialist support. See SEND Policy

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), but also goes beyond, creating a bespoke curriculum for our children.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Curriculum Balance

The school's curriculum is designed to allow pupils to access a wide range of learning experiences including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative.

The curriculum is under constant review as we strive to achieve excellence in all that we do across a broad and balanced curriculum. Careful planning is an essential part of delivering that curriculum and it is the responsibility of all teachers to ensure that they have committed planning to paper so that, if any teacher were suddenly unable to take a class, a supply teacher could step in with minimal difficulty. In order to facilitate this, up to date weekly plans should be available on request. Planning is monitored by the Deputy Head Teacher. Our curriculum includes all National Curriculum subjects, plus Latin, Spanish, French, Speech & Drama. Each subject is managed by a curriculum leader and has a separate academic policy.

4. Early Year Foundation Stage and the Pre-Prep. Department

Children in Reception, (EYFS), follow a carefully designed programme which covers the seven areas of learning and development. These are three prime areas and four specific areas. They learn through adult and child led play activities as appropriate. They are introduced to reading, writing and mathematics and more formal teaching begins with input from subject specialists. Further details are in the Early Years Framework and the separate 'Early Years Parent Information' and 'Operational Plan' publications.

The teachers in Reception and Years 1 and 2 work closely together to ensure continuity and progression. Most core curriculum subjects are taught by the class teacher with emphasis placed on phonics, literacy and numeracy, which are taught as individual subjects and through all other subjects.

In addition to core curriculum lessons, each class receives an hour each (usually split into two sessions) of specialist lessons, including Music, MFL, Humanities, Physical Education and Technology every week, which are taught by the specialists. Years 1 and 2 also have a swimming lesson taught by a specialist teacher.

5. Key Stage 2

Pupils in Years 3 to 6 follow a structured timetable with increasing specialisation each year. Lessons are mostly of one hour duration with just a very few of half an hour.

The following subjects are taught in the school:

Subject
English
Mathematics
MFL (Spanish and French)
Latin in Year 6
Science
Geography
History
RE
Music
Speech & Drama
Thinking Skills in Year 4 & 5
Art & Design
ICT
PE
Games
Swimming
PSHE
Outdoor Learning

Inclusion and Special Educational Needs

Teachers set high expectations for all pupils. They will use appropriate assessment to set targets and plan challenging work for all groups, including:

- more able pupils;
- pupils with low prior attainment;
- pupils with barriers to learning;
- pupils with SEN;
- pupils with an EHC plan;
- pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

6. PSHE

PSHE is covered both through dedicated lessons and lessons in other subjects such as Science and Religious Education. Our PSHE curriculum reflects the ethos and values of the School Promise. The delivery of PSHE encourages respect for other people with regard to the protected characteristics of age, disability, gender identity, marriage, partnerships and maternity, race, religion or belief, sex and sexual orientation.

We follow the comprehensive, published scheme, 'Jigsaw'. Topics covered include Being Me in My World, Celebrating Differences, Healthy Me, Dreams & Goals, Relationships and Changing Me. 'The Taking Care Programme' and Protective Behaviours form the core of our empowering our pupils to speak up if they have a problem.

Theme days are run during the year to supplement and enrich the PSHE curriculum. The PSHE policy and scheme of work is available at the school on request. RSE (Sex & Relationships Education) is delivered separately following Jigsaw and DfE guidelines.

7. Curriculum Development

Our curriculum is broad and goes beyond the coverage in NC2014. We are moving more and more towards the consolidation of skills rather than knowledge-based pupil outcomes in order that pupils are more prepared for the changing demands of the modern world. Curriculum provision is reviewed at Crescent at least annually from various aspects.

Both 'Curriculum' and 'Teaching and Learning' are focussed on in the Whole School Development Plan and have targets set to develop and improve them. Subjects are monitored for performance individually by subject leaders and action plans are created for each, also annually.

8. Monitoring arrangements

Trustees monitor coverage of National Curriculum subjects and compliance through:

- school visits;
- education and staffing committee meetings;
- curriculum reports;
- subject leaders monitor the way their subject is taught throughout the school by:
- planning scrutinies;
- book scans;
- learning walks;
- annual subject reviews;
- subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.