

LVS ASCOT

CURRICULUM POLICY - WHOLE SCHOOL

Including EYFS

Introduction

LVS Ascot Infant and Junior School and LVS Ascot Senior School ('the School') provide full-time supervised education for pupils of compulsory school age, in our case between the ages of 4 and 18, (construed in accordance with section 8 of the Education Act 1996). We seek to provide a broad balanced education for all pupils, in respect to our Mission Statement.

The curriculum encompasses all the planned activities which the school organises in order to promote learning, personal growth and development. It includes not only the formal lessons taught, but also the range of co-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum', that which young people intuit from the expectations placed on them and from the way in which they are treated. The curriculum is used to exemplify British values and provide opportunities to explore British values and to challenge extremism. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The curriculum promotes safeguarding through teaching pupils how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. Safeguarding is part of the wider teaching and learning strategy with elements of safeguarding being incorporated into lesson objectives and schemes of work across the whole school.

The curriculum, whilst paying due regard to achieving high standards in all curriculum areas, is also broad, exciting and challenging and embraces five outcomes:

1. Stay safe;
2. Be healthy;
3. Enjoy and achieve;
4. Achieve economic well-being;
5. Make a positive contribution.

Aims and Objectives

The aims of our school curriculum are:

- For those children in the Early Years provision, to provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- To provide opportunities for all pupils to learn and make progress.
- To enable each pupil to learn and make progress, be successful and to enable them to learn and develop their skills to the best of their ability;
- To teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential;

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- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- To provide for those young people of compulsory school age full-time, supervised education with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- To enable pupils to be creative and to develop their own thinking;
- To teach pupils about their developing world, including how their environment and society have changed over time;
- To exemplify British values which are defined as including: “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”. This includes complying with the Equality Act 2010 and preventing discrimination by encouraging respect for other people, paying particular regard to those with protected characteristics. Personal, social, health and economic education encourages respect for other people regardless of their age, sex, gender, gender reassignment, sexual orientation, race, religion or belief, disability or whether they are married or in a civil partnership or because of their pregnancy or maternity;
- To provide a curriculum which takes into account the ages, aptitudes and needs of all pupils, including those with a Statement of Special Educational Needs/Education Health Care Plans;
- To provide personal, social, health and economic education that reflects the school’s aim and ethos;
- To enable pupils to be positive citizens in society and respect the views of each individual young person, as well as for people of all cultures;
- To teach pupils to have an awareness of their own spiritual and moral development as well as their intellectual and physical growth;
- To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- To effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- For those pupils in the Senior School (receiving secondary education), to provide access to up-to-date careers guidance presented in an impartial manner enabling them to make informed choices about a broad range of career options that helps to encourage them to fulfil their potential.

INFANT AND JUNIOR SCHOOL

In the Infant and Junior School our curriculum sets out to provide pupils with the best possible start to their educational journey. We believe in the importance of identifying the needs and skills of each individual pupil to guide the delivery and differentiation of our curriculum. We aim to build a community where tolerance and empathy are developed, good manners are the norm and all pupils are respected for their diverse contribution to our school. We strive to develop effective learning habits in our children which will equip them for life beyond the primary years. In the Infant and Junior School staff are alert to opportunities which enable

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them to engage, illustrate and practise the LVS Learning Values and Skills. These five pairs of values are an intrinsic part of our curriculum and daily practice. We aspire for our pupils to be independent, articulate and creative individuals who relish challenge and demonstrate endeavour.

The Learning Values and Skills are:

Empathy and Reflection
Self-confidence and Collaboration
Creativity and Curiosity
Independence and Initiative
Risk-taking and Resilience.

Teaching in the Infant and Junior School

- Facilitates the acquisition of new knowledge and promotes good progress against the age related expectations of each year group;
- Fosters in our pupils the skills of independent thinking and learning
- Provides lessons which are well planned using effective teaching methods and making the best use of class time
- Takes into account the prior learning, aptitudes and skills of pupils in each lesson
- Demonstrates good subject knowledge
- Uses a wide range of resources appropriate to the needs of the pupils
- Utilises an assessment framework to monitor progress and ensure early intervention in cases of need
- Promotes the fundamental British Values of democracy, the rule of law, tolerance, mutual respect and individual liberty
- Does not discriminate against any pupils on the basis of protected characteristics and in line with the Equality Act

The Infant and Junior School has an assessment policy in place, which provides a framework for the evaluation of pupils' performance against subject specific criteria and national norms. The Infant and Junior School also use the GL assessment suite to monitor and track progress as well as providing baseline data from CAT testing and for the Early Years

The Foundation Stage

The seven areas of learning and development shapes the educational programmes in the Early Years setting. The school aims to develop each child's communication and language; physical development, PSHE development whilst also strengthening literacy, maths, their understanding of the world and expressive arts and design.

The curriculum that we teach in the Reception class meets the requirements set out in the EYFS statutory framework 2017. Our curriculum planning focuses on the Early Learning Goals developing young childrens' skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well organised activities. Teaching in the Reception Class builds on the

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experiences of the children in their pre-school learning. As far as possible the setting operates a 'planning in the moment' model and seeks to follow the pupils areas of interest. We work hard to build positive partnerships with the variety of nurseries and other pre-school providers in the area offering transition visits for all prospective pupils.

During the children's first term in the Reception Class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the target setting future curriculum planning for each child. It is also used to measure progress throughout the first year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Where the school has any concerns about the child's progress, we will discuss with the parents and agree how to support the child. Where the school has concerns that a child may have SEN and/or disabilities, the school will discuss with parents and other professionals (where appropriate) to develop a targeted plan of support.

Outdoor Learning in the Early years

The outdoors play a vital role in the delivery of the early years curriculum. The EYFS children have access to a specified outdoor area throughout the day with the appropriate adult to child ratio. There is a wide range of equipment on offer for the children to explore both in the EYFS area and out on the general playground during lunch and early morning break. Forest school is a learning opportunity, which inspires children to develop confidence and take measured risks in a child friendly and stimulating environment. The experiences offered by Forest School are underpinned by the EYFS areas of learning and make a significant contribution to the children's progress towards the Early Learning Goals. Forest School is a progressive curriculum offering available to pupils from Reception to year 3 and is led and managed by a Level 3 qualified Forest School practitioner.

Organisation and Planning

Once children enter Year 1 the curriculum is taught in specific subjects in alignment with the National Curriculum. Classes are primarily taught in the traditional primary fashion with a primary trained practitioner leading the majority of lessons. Specialist teachers are employed to teach Spanish, Sport and Music from Reception onwards. In Year 5 further specialist teaching is added in the subjects of Drama, Computing, Art and DT. From Year 3 onwards pupils are set according to ability for mathematics.

The subjects taught in the Infant and Junior School are:

English, Maths, Humanities (incorporating History and Geography) PHSE, RE, Art, DT, Music, PE (including games, gym and swimming) Spanish and Computing.

Many of these subjects are taught using a cross curricular approach throughout the school. At LVS Infant and Junior School we plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis.

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We continue to value the outdoors and encourage outdoor learning to take place at every opportunity which enriches the teaching and learning for the children. The school is developing an outdoor learning area which to facilitate more opportunities to take learning outside the classroom.

In our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. These also highlight the Learning values and Skills and British Values.

Our short-term plans are those which our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Each teacher will have their own style and method for adapting the medium term planning into short term plans, they should be working documents which are amended as a result of assessment for learning practice.

Reading

Reading is an important part of the primary curriculum/. Children in the infant school read on a one to one basis between 3 and 5 times a week, at least one of which will be with their class teacher.

Teaching children with Additional Learning Needs

The curriculum in our school is designed to provide access and opportunity for all young people who attend, regardless of any learning supports needs.

We recognise the fact that there are young people of different abilities in all classes and we provide suitable learning opportunities for all young people by matching the challenge of the task to the ability of the young person. We try to achieve this by:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks that are differentiated to meet the young people's different ability levels;
- providing resources of different complexity according to the ability of the young person;
- using Teaching Assistants, where appropriate, to support the work of individual young people or groups of young people.

Trips and Outings

Trips and outings form an important part of our curriculum. They are used to complement an area of learning and we make full use of local museums, theatres and historical places of interest as well as the local area. Residential trips are organised annually from year 3 and gradually increase in length, as the children get older.

Functional skills

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We deem the following skills as having great importance in the overall delivery of the curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

Opportunities to develop the above skills are embedded in many schemes of work across the curriculum. In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to reach their true potential.

For those children whose first language is not English, the school will provide opportunities for such children to develop and use their home language in play and learning and support their language development at home and to ensure that they also have sufficient opportunities to learn and reach a good standard of English.

The Junior School Diploma

Pupils in the Infant and Junior School take part in enrichment sessions twice weekly. These give the children the opportunity to develop the Learning Values and Skills in a context outside of the normal school curriculum. Enrichment activities are changed on a regular basis but can include things such as community link projects, first aid, gardening, touch typing and public speaking. Completing a range of these activities over time leads to the award of the Junior School Diploma at the end of Year 6.

Monitoring and review in the Junior School

The Deputy Head of the Junior School is responsible for the day-to-day organisation of the curriculum. The Headteacher, Deputy Head and Subject Coordinators monitor the weekly lesson plans for all teachers, ensuring that all classes are taught a broad and balanced curriculum and that all lessons have appropriate learning objectives.

SENIOR SCHOOL

In Years 7, 8 and 9 pupils follow a common curriculum in which the time allocation for each subject is carefully balanced to give all pupils an appropriate exposure to the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative domains. Noteworthy features include a language carousel in Year 7 to enable a better-informed choice of either one or two languages to study further in Years 8 and 9; the opportunity for pupils to experience a wide range of Design Technology subjects including Food, Graphics and Resistant Materials; the introduction of fortnightly STEM classes in Years 7, 8 and 9; the introduction of Computing alongside Information Technology in Years 7, 8 and 9.

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9; the commencement of GCSE Science and Mathematics courses in Year 9; the introduction of PPE (Politics, Philosophy and Economics) in Years 7, 8 and 9; and the opportunity to take the Higher Project Qualification in Year 9.

In Years 10 and 11, pupils follow a GCSE programme in which there is a core of PE, English, Maths and Science with some Level 2 BTEC options available. Pupils have a free choice of five options from the comprehensive list appended and the school will, as far as possible, design the timetable to accommodate all. The school endeavours to ensure that all pupils are allocated four out of five choices.

The school provides subject matter appropriate to all ages and abilities. The construction of the timetable enables setting or banding on a flexible departmental basis, and schemes of work include references to material for pupils with learning support as well as extension opportunities for the most able. Information is available to all teachers regarding those pupils with special educational needs, including IEPs where appropriate (see the school's SEND Policy). Some pupils are withdrawn from lessons for 1:1 support in literacy and numeracy, while others are supported in the lessons by LSAs. For those who are identified as Highly Able, the school also provides enrichment opportunities via lectures, visits and conferences and where appropriate, acceleration is practiced in key areas such as Mathematics, English and MFL.

The school supports the acquisition of Functional Skills via their inclusion in schemes of work for Maths English and ICT and opportunities are embedded in schemes of work for all other subjects.

The school uses a full range of baseline testing provided by GL Assessment in Years 7-10 and the Centre for Evaluation and Monitoring in Years 12 and 13 to establish academic targets and monitor progress. Outcomes are analysed at Senior Management and Departmental level to display subject residuals and value added. These statistics form the basis for review meetings between SMT and HODs in the Autumn Term.

Pupils' progress is reported regularly via Parents Evenings and the formal reporting procedures which use clear diagnostic work criteria, current performance and target grades as an effective means of communication.

In Years 12 and 13, a wide range of subjects are provided. These are appended, and through the inclusion of BTEC, Cambridge Technicals, WJEC Diplomas and the Extended Project Qualification (EPQ), the school seeks to reflect the wide range of learning styles of those who will wish to stay into the Sixth Form and enable the most open access possible. Conversely, for the most able pupils, extension opportunities are offered via courses such as Further Maths. The majority of students study three subjects and have the opportunity to take up the EPQ. As in Years 10 and 11, these are constructed on the basis of market research into pupil choices, so that as many as possible can make their optimum selection. Pupils above compulsory school age are provided with a programme of activities that are appropriate to their needs. The school also ensures those pupils in the Senior school have access to impartial, accurate, up-to-date careers guidance to enable them to make informed choices about a broad range of career options (including GCSE and post-16 courses) and helps to encourage them to fulfil their potential.

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Monitoring and review in the Senior School

The Vice Principal/Director of Studies and Deputy Head Academic are responsible for the day-to-day organisation of the curriculum. The Vice Principal/Director of Studies is responsible for the Lesson Observation Programme and regularly monitors lesson plans for all teachers, ensuring that all classes are taught a broad and balanced curriculum and that all lessons have appropriate teaching and learning objectives.

Last reviewed: 12.10.2018
Reviewed by: Bryan Padrick
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