

Auckland College Independent School

Curriculum Policy

1 Introduction

1.1 The 'Curriculum' is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children 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.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy, science and information communication technology (ICT)
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style

Auckland College Independent School

- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and wider society
- to fulfill all the requirements of the National Curriculum
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

4.3 Our short-term plans are those that 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.

5 Children with Special Needs, including Able, Gifted and Talented

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs.

5.2 If a child has a special need, our school does all it reasonably can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENDCo and SLT. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child where possible and reasonable.

5.3 If a child is working at the extension level, they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

6 The Foundation Stage

6.1 The curriculum that we teach in the Early Years Department meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.

Auckland College Independent School

6.3 During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers.

6.4 We are well aware that all children need the support of parents, carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through their Learning Journey.

7 The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

8 Monitoring and review

8.1 The class teacher is responsible for the day to day organisation of the curriculum. The Headteacher, Deputy and Assistant Heads monitor the lesson planning of all teachers during the year.

9 Every Child Matters

Be Healthy – To learn skills to make sensible choices in health through understanding of the way to keep fit mentally, physically, socially and spiritually

Staying Safe – To be able to access information through reading instructions, visual contexts and role play

Enjoy and Achieve – To develop new knowledge about themselves and their world

Make a Positive Contribution – To experience new situations through positive activities which will help mould and build confidence

Economic Well-being – To have a preparation to be an active member of society

All staff have received safeguarding training and have full DBS checks. All stakeholders will report safeguarding issues to the designated Safeguarding Person, as shown in the Safeguarding (Child Protection) Policy.

Policy Reviewed by: S Boyd

Reviewed: September 2021

To be Reviewed: September 2022