



# HERRIES PREPARATORY SCHOOL

## 2a& b CURRICULUM POLICY AND PLAN

**Reviewed – September 2020 - Amanda Malins ..**  
..... **September 2019 – Andy Taylor**

Our curriculum includes all the activities which we plan to promote both the achievement and personal development of every child at Herries. It includes the requirements of the National Curriculum in England, the Independent Schools Examination Board Syllabus at 11+ (Maths, English and Science) and the wide range of special events and extra-curricular activities which the school organises to enrich the learning experiences of the children. In addition, our curriculum includes the ‘hidden curriculum’; the learning which takes place from the way in which the children are treated and expected to behave.

This policy should be read in conjunction with the:

- 3a Teaching, Marking and Assessment Policy
- 4a Pupil Performance
- 5 SMSC Statement
- Curriculum Overview (Detailing all topics to be taught in KS1 and KS2)
- Medium Term Plans for Individual Units of Work
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy
- English as an Additional Language Policy
- Education, Health and Care Plan Policy
- Most Able Policy
- Homework Policy
- Personal, Social, Health and Economic Education Handbook
- Social, Moral, Spiritual and Cultural Education Statement
- Relationships and Sex Education Policy
- Drug Education and Awareness Policy
- Individual Subject Handbooks

## **HERRIES' VALUES AND THE AIMS OF OUR CURRICULUM**

Our school curriculum is underpinned by our Herries' Values. By instilling and embedding our values in our school community, Herries' pupils are able to fully access the curriculum and take advantage of the learning opportunities on offer to them. It is our aim create a secure base from which each child will develop a life-long love of learning and achieve their personal best in all areas of the curriculum.

### **Happiness**

- To promote the development of self-esteem
- To support conflict resolution and the development of relationship skills, including friendship building
- To provide opportunities to learn through play and through independent initiative in a safe and stimulating environment

### **Enthusiasm**

- To promote positive attitudes to learning through engaging lessons and positive and constructive feedback
- To promote enjoyment through setting tasks of desirable difficulty
- To provide opportunities for pupils to work as a team to cement learning both within and beyond the classroom through shared goals and successes

### **Resilience**

- To promote well-being and enable our pupils to develop as confident, well balanced individuals ready to become responsible citizens and leaders and able to form strong and enduring relationships with others
- To support our children as they learn to accept failure as the first step to mastery

### **Respect**

- To value and respect each child in our school for who they are, treating them with fairness and honesty
- To value the rights enjoyed by each person in our society and teach our pupils about the responsibilities of individuals and groups
- To actively promote the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and

beliefs. We support our pupils in developing an understanding of what it means to play their part as a citizen of modern British society

- To value our environment and teach respect for the natural world.

### **Independence**

- To facilitate creativity and the development of our children's own thought processes
- To encourage our pupils to be problem solvers and to take ownership of their learning
- To support children to use and develop their skills and talents confidently and safely within and outside of school; taking advantage of the many learning opportunities on offer to them

### **Excellence**

- To deliver a challenging, broad academic education
- To enable individuals to develop fully their creative, aesthetic, practical, physical, emotional and spiritual qualities and talents
- To value the spiritual and moral development of each child, as well as their intellectual growth

### **Sincerity**

- To provide a nurturing community where each child is known and cared for
- To help children develop respect, empathy, compassion and kindness
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all

## **CURRICULUM PLAN (2b)**

### **Long Term Planning**

A Curriculum Overview is set out annually for each year group and is available on the Parent Portal. This document indicates which topics are to be taught in each term, in each year group and gives information about the content of each unit. (Refer to Curriculum Overviews)

### **Medium Term Planning**

Units of work are planned according to the requirements of the National Curriculum in England with English, Mathematics and Science content cross-referenced against the ISEB Syllabus to ensure that all attainment criteria are met. Medium Term Plans are available on the Herries' server in Curriculum/Medium Term Plans. Planning should give clear guidance on the learning objectives, teaching activities, expected learning outcomes and differentiation strategies for each lesson within a topic. When recording the planned provision for the needs of different learners, staff may choose to give specific information or use our differentiation code system (See Appendix A).

### **Short Term Planning**

Short Term Plans cover the lesson content to be delivered on a daily/weekly basis. This information may be taken directly from a detailed Medium-Term Plan or communicated in an alternative format at the discretion of the subject teacher.

### **Planning in EYFS**

In EYFS, an inter-related topic approach to curriculum planning is adopted and meets the requirements set out in the 'The Early Years Foundation Stage Statutory Framework 2014'. Our curriculum planning focuses on the seven areas of learning within the Early Learning Goals and on developing children's skills and experiences, as set out in this document. The curriculum is planned to include a programme of activities which are appropriate to the educational needs of our youngest children in relation to their personal, social, emotional and physical development and communication and language skills. Pupils' progress is monitored in all areas.

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

the children for Key Stage 1 by building on and extending the experiences of their pre-school learning.

**ENHANCEMENT AND ENRICHMENT OF THE CURRICULUM** In each curriculum area we strive to provide the children we teach with a rich programme of activities inside and outside the classroom. We recognise the value of enrichment in supporting and extending our children's knowledge, understanding and passion for learning. (Refer to Individual Subject Handbooks)

### **DELIVERY OF THE CURRICULUM**

See Appendix B (Subject Coordinator Role)

See Appendix C (Teaching Staff Role)

## APPENDIX A

### Differentiation Codes for Medium Term Planning

**DiffT** - Differentiation by **Task** Different tasks have been planned for individuals or groups to complete at an appropriate level for their needs and abilities. Further details of these activities are included in this MTP or in the STP for the individual lesson.

**DiffP** - Differentiation by **Pace** A basic, introductory level task has been set for the class with the expectation that most pupils will move on to additional tasks of increasing difficulty. Pupils who have grasped the initial concepts will not be held back because their classmates need to spend more time on the fundamentals of a topic. They will, instead, be allocated more challenging extension tasks to develop a more rounded understanding of the subject matter or even to progress through the set course more quickly.

**DiffO** - Differentiation by **Outcome** All children will complete the same task at a level of accuracy, depth and detail appropriate to their individual needs and abilities, raising new questions and developing ideas at their own level as they learn.

**DiffG** - Differentiation by **Grouping** Small, mixed-ability groups will allow lower achievers to take advantage of peer support whilst more able pupils will gain the opportunity to organise and voice their thoughts for the benefit of the whole group (peer modelling). Grouping will also allow roles to be allocated within the team which cater for each member's skill set and learning needs. Alternatively, small groups of children with similar ability may facilitate targeted support for collaborative learning at the appropriate level for each group. Details of group type are included in the STP.

**DiffS** – Differentiation by **Scaffolding** Specific pupils will benefit from scaffolded support by means of demonstrated/modelled work, think-pair-share time, pre-taught vocabulary and use of visual aids such as flash cards, mind maps or graphic organisers (e.g. sequence chart, Venn diagram, research grid) as detailed in this MTP or in the STP.

**DiffR** - Differentiation by **Resources** Pupils will use multiple materials to access learning at their own level or approach a topic from different angles. Some may require more basic texts with illustrations, others will be capable of working with more advanced vocabulary and complex ideas. Some pupils may use technology to support their learning. Further details of specific resources are detailed in the STP.

**DiffD** - Differentiation by **Dialogue** The teacher will facilitate problem solving by identifying which pupils need detailed explanations in simple language and which students can engage in dialogue at a more sophisticated level. The teacher may also employ targeted questioning to produce a range of responses and to challenge the more able students.

## **APPENDIX B SUBJECT COORDINATOR ROLE**

### **Documentation and Administration responsibilities**

Keep abreast of current educational thought, changes to the curriculum & development through the media & external courses & cascade information to staff

Determine the overall departmental direction & regularly review strategy and policy, in collaboration with Deputy Head Academic (DHA) and colleagues

Identify strengths and areas for subject development

Take the lead in ensuring the delivery of all aspects of the subject, making sure the subject handbook and all planning documentation is in place and regularly revised

Develop subject overviews to ensure progression of skills across the year groups

Ensure all planning is thorough across year groups and subject policy is up to date

### **Staff responsibilities**

Meet regularly, discuss relevant issues, support and offer advice to colleagues

Monitor and advise on EAL, LS and G&T implications

Support the professional development of all staff

Promote team work

Advise the DHA in the appointment process

### **Welfare responsibilities**

Promote and protect children's welfare in all aspects of their contribution to school life and follow school policy

### **Teaching and Learning responsibilities**

Enrich the curriculum through trips, visit and events

Contribute to, model and take responsibility for the high-quality teaching and learning in the subject across the school

Ensure structures are in place to effectively monitor pupils' progress, initiate

interventions as necessary and promote good practice

Offer feedback through regular lesson observation and book scrutiny

Track progress and help to set individual targets in core subjects and secure support and extension

Manage, monitor, purchase, organise and maintain subject resources, equipment and software. Highlight any needs to the Headmistress

Advise, where relevant, on future school choices and applications

### **Marketing and Subject Profile responsibilities**

Attend relevant meetings and events as required

Where appropriate visit destination schools to gain useful feedback

Awareness of marketing and development through the profile of the subject

Monitor subject on classroom display boards

Represent and develop the subject in after school enrichment activities

Together with the marketing team be aware of subject on the school website

Report to the Governors via the Head regarding the subject and school development plan

## **APPENDIX C TEACHING STAFF ROLE**

### **Planning and documentation responsibilities**

Be aware of all relevant academic & curriculum guidance, policies and procedures

Develop personal IT skills to utilise suite & resources to enhance teaching/learning

Maintain accurate documentation/proformas & complete planning on system

Keep IEPs together adding new pupils as necessary

Maintain detailed medium-term plans

Use diagnostic, formative and summative assessment data to inform planning

Keep evidence of training and courses in CPD file

### **Teaching responsibilities**

Be prepared for lessons, minimising cover requirements wherever possible

Devise fun, collaborative, dynamic, open-ended & relevant lessons/ homework

Ensure lessons contain clear objectives, differentiation, pace & time management

Identify learning/social needs & skill levels & actively consult, liaise & support TAs

Address barriers to learning and provide enrichment challenges as necessary

Incorporate IT, PSHEE, SCMC and cross-curricular opportunities where possible

### **Marking responsibilities**

Ensure marking follows the school policy in designated colours, with constructive comments, next step guidance, homework and subject specific targets

Ensure that pupils are aware of their own progress and personal next steps

Exercise books of a high standard, with positive marking, clear target setting & differentiation, including those requiring LS support or G&T extension

Reporting academic concerns to Subject Coordinator & Assistant Head Academic

### **Administrative and classroom management responsibilities**

Ensure that purposeful & relevant homework is set, marked and returned regularly

Attend and contribute to pupil review meetings

Write detailed & accurate reports and allocate termly attainment and effort grades

Provide SENCO and agency reports as required

Ensure classroom displays celebrate achievement & current teaching/ learning

Issue & record consistent sanctions and rewards e.g. house points and detentions

Ensure that pupils are respectful of their surroundings, taking care of resources

Attend staff, department, assessment, review and IEP meetings as required

### **Pastoral responsibilities**

Utilise all opportunities to raise self-esteem, wellbeing and intrinsic motivation

Promote an inclusive environment with all children involved

Deal with any incidents swiftly and report any concern to Assistant Head Pastoral

Report any child protection or safeguarding concern immediately to the DSL

Insist on high standards of orderly behaviour & respect for others

### **Communication responsibilities**

Work collaboratively with pupils, parents, colleagues, agencies and governors

Advise parent and SENCO of progress or concerns

Wherever possible, swiftly & personally inform parents of any difficult news