



Deer Park School

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Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
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Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of ---. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.

Curriculum – Specific Provision

Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French and physical education.

Key Stages One, Two and Three

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,
Linguistic – French
Human and Social - history, geography, religious education
Aesthetic and creative education - art, music, dance, drama
Life Skills – general studies, personal education and personal, social, health and citizenship education,
Philosophy for Children.
Physical – Individual and Team Sports, Gymnastics, Clubs Technological
- ICT, design and technology

Read Write Inc and Letters and Sounds – Phonics Programs

Read Write Inc. and Letters and sounds phonics are comprehensive programme designed to ensure all infant aged children read and write quickly. Importantly, phonics is not taught in isolation.

- Initial and on-going assessment tracks every child’s progress
- Children are grouped by ability so they learn rapidly at the right level
- Partner work means every child participates in the whole lesson
- Our special ‘three reads’ approach ensures every child gains accuracy, fluency and a good understanding of the text

Maths

We follow the ‘Numbers and Pattern’ scheme of work in the EYFS.

Thinking Skills

We use the following thinking skills strategies across the whole primary range:

- Habits of Mind
- DeBono’s Thinking Hats
- Hyerle’s Thinking Maps
- Philosophy for Children

PSHE

Further details of the school’s PSHE provision can be found in the PSHE policy and assembly plan.

British Values

The Department for Education recently emphasised that key ‘British Values’ must be taught in all UK schools and defined these values as:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Deer Park School recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and understands the role it has in ensuring that it upholds and promotes these values.

The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

British values are promoted as an intrinsic part of our School culture and curriculum. The list below outlines some examples of when and where such British Values are shared.

Democracy:

- Children are involved in democratic processes e.g. Class and School councils, making decisions at a class and whole school level
- Our Behaviour Policy reinforces the importance of social responsibility and fairness

The Rule of Law

- Children are taught about responsibility and the importance of rules and consequences
- Children have opportunities to reflect on their learning, behaviour and safety
- Visits from the Police, Fire Service etc. help to reinforce these messages

Individual Liberty

- Children are encouraged to make choices within a safe, supportive environment
- Children are encouraged to have an understanding of their personal rights and freedoms e.g. through our teaching of e-Safety and PSHE.
- Children are encouraged to take on responsibilities and be responsible

Mutual Respect

- Our School ethos promotes the importance of mutual respect and tolerance
- Assemblies, class and whole school behaviour expectations reinforce respect
- Our PE lessons reinforce the importance of fair play. We celebrate and reward success, promote the importance of being magnanimous in defeat and participate in activities that promote teamwork and collaboration

Tolerance of those of Different Faiths and Beliefs

- We aim to teach children to have an understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity
- We plan visits away from the School and visitors to the School so that we are able to broaden the children's cultural experience.
- Our RE curriculum ensures that children have a balanced understanding of different faiths and beliefs
- Some of our curriculum topics celebrate different cultures, faiths and beliefs

Equal Opportunities and Safeguarding:

The curriculum at Deer Park School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development. Further details can be found in the Sex and Relationships Education Policy.

Pupil Progress and Assessment:

Pupil progress meetings held half-termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

Able, gifted and talented

The more able child is usually defined as:

- The gifted child, likely to be one of a minority of pupils and would be performing beyond 'greater depth' in a given year group.
- The talented child, who may exhibit specific abilities in areas such as Art, Music P.E. etc
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Once identified the child is added to the 'Gifted and Talented' register by the SENCO.

The children are taught at an appropriate level through effective differentiation and challenge. Activities will be aimed at encouraging skills such as, reasoning, enquiry, creative thinking and evaluation.

All children on the register are assessed and monitored through half termly pupil progress meetings, in accordance with our teaching and learning policy. At these meetings any additional needs due to their 'gifted and talented' status would be identified and relevant intervention groups planned.

EYFS

In EYFS the school will assess according to the statutory Early Years Profile and the 2 Years olds progress check (registered settings only). Results of the Early Years Profile is provided to parents and Richmond Upon Thames Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the

majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information:

Further detailed information on the subjects taught can be found in the on our website and in the parent handbook which is available for download from the school website, or a copy may be requested from the school office.

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