



Deer Park
School
LEARN ENJOY SUCCEED

Curriculum Policy

This policy applies to all pupils, including the EYFS



Signed:	
Chair of Trust Board:	Claire Delaney
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1. Curriculum Context, Intent and Implementation

This policy applies to all pupils in the school, including in the EYFS. Deer Park School provides full-time supervised education for pupils between the ages of 4-11. 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.

Deer Park School Context

Deer Park School is a small, diverse community on the outskirts of London. Many of our children speak English as an additional language. Our curriculum is built from an understanding of this context with the consensus of the school's staff, the school community and the pupils but will always evolve to reflect our school community as we grow.

Deer Park School has five values which are part of our whole school culture. HEART values is the acronym that spells out our school values. Happiness, Enthusiasm, Achievement, Resilience and Thoughtfulness. They are at the HEART of all we do at Deer Park School. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning.

Curriculum Intent

At Deer Park School we aim to instil a life-long love of learning, and for our pupils to achieve academic excellence through our knowledge rich, knowledge-based, carefully-sequenced curriculum. We follow the requirements of the national curriculum, tailored to the needs of our context, enabling pupils to acquire extensive knowledge in a carefully sequenced structure, from which they are able to derive learned skills.

The curriculum is designed with knowledge at its centre to ensure that children develop a strong vocabulary base and an extensive understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. As pupils learn the content of the curriculum they are making progress. We have developed a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in an explicit way that ensures children can remember the curriculum content in future years.

We believe that knowledge breeds curiosity - as pupils learn more about the world they become more curious. We understand that knowledge is 'sticky', in other words, the more pupils know, the easier it is for them to know more. As a result, we carefully check and activate prior knowledge to ensure our pupils are able to understand and remember new things they are learning. The build-up of schemas of knowledge is supported by making explicit 'links' between subjects and topics, to help learned knowledge to 'stick' in connection to other pieces of knowledge within the curriculum. This is why we place particular emphasis on children knowing and remembering more throughout the curriculum, and on building rich schemas of knowledge as they progress through the curriculum.

Curriculum Implementation

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The Deer Park School curriculum is balanced and broadly based. The subjects are balanced across the week and each is given adequate time for the pupils to develop their knowledge in these subjects. It is broad as it covers the National Curriculum (2014) subjects, and other carefully selected topics such as 'Finance'.

Throughout the school the curriculum provides pupils with a broad range of domain-specific knowledge, through which pupils are able to derive learned skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level of the curriculum the substantive and logical structure of the teaching process is determined by the identified knowledge being taught, supporting pupils to know more and remember more.

Our curriculum strongly promotes the moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in modern Britain, including the provision for their economic well-being, and preparation for success in further education.

Implementing the Curriculum: choices in pedagogy

Many of the pedagogical choices made at Deer Park are informed by cognitive load theory. We carefully refine our whole-school practices to ensure that children are able to learn the required knowledge, and progress across the curriculum, without unnecessary distraction.

Some examples of these pedagogical choices are as follows:

Explicit teaching: our teaching approach is evidence-informed, and focuses on the clear and direct delivery of the knowledge pupils need in each subject. Repetition and revisiting knowledge is an integral part of explicit teaching, helping pupils to secure knowledge in their long term memory.

No Hands Up: questioning is a core component of our formative assessment in the classroom. To avoid bias, and support the use of carefully targeted teacher questioning, we use a 'no hands up' approach to questioning. Pupils are questioned directly with direct, clear questions, targeted to support knowledge retrieval.

Active Modelling: to support our children in their progression within the curriculum, actively modelling high-quality outcomes is an integral part of our teaching practice. Staff model using and applying key knowledge, providing worked examples for children to support their understanding and reinforce our high expectations of their outcomes.

Subject Areas

EYFS						
Mathematics	Literacy	Expressive Art and Design	Understanding the World	Communication and Language	Personal, Social and Emotional Development	Physical Development
Key Stages One and Two						
Mathematics	English	Science	History	Geography	Religious Education	Art and Design
PSHE	RSHE	Physical Education	Computing	Finance	Music	Design and Technology

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

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

3. Roles and responsibilities

3.1 The Local Advisory Board

The Local Advisory Board (LAB) will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The LAB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets for pupil outcomes
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Advisory Board
- They manage requests to withdraw pupils from curriculum subjects, where appropriate including RSHE.
- The Local Advisory Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Advisory Board is advised on curricular targets in the school development plan in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEND, to access the curriculum and make strong progress in line with their peers

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The primary aim is to ensure that the curriculum is being implemented effectively and the pupils are making progress, including the implementation of classroom pedagogy and assessment.

Senior Leadership Team (SLT)

The role of the SLT is to drive, advise and oversee the strategic implementation of the curriculum across the school, alongside subject leaders and teaching staff.

SLT shall meet with the LAB, BPET and teaching staff to ensure the school curriculum is implemented and monitor the effectiveness of the curriculum over time through a rigorous monitoring process as set out in the **Teaching and Learning Policy**, including external monitoring and evaluation.

SLT will oversee coherence and consistency of the **Deer Park Curriculum Progression documents** each year and will consult with the aforementioned to ensure these are refined and developed where appropriate.

SLT oversee subject leaders' action plans for their subject and ensure they are coherent and cohesive, and are responsible for monitoring and evaluating the effectiveness of subject leaders in delivering their actions plans and in ensuring strong outcomes for pupils.

Phase Leaders (PL)

The role of the PL is to oversee their phase and ensure that the operational implementation of the curriculum – including fidelity to timetable, monitoring interventions, and presentation standards – is consistent and effective.

A leader for the Lower School (EYFS-Year 1), Middle School (Year 2-3) and Upper School (Year 4-6) shall be appointed by the SLT.

The PL will ensure that they meet each week to ensure day to day running of the phase is effective. This includes monitoring interventions, catch up sessions and LSA support in their phase, as well as organising practice sharing within their phase, ensuring consistency of standards and practices.

Subject Leaders (SL)

The role of the SL is to provide strategic and operational leadership in their particular subject, and to drive strong outcomes for all pupils.

The SL shall devise an action plan in September and submit it to SLT. Thereafter, subject leaders work with SLT members in weekly or bi-weekly meetings to make progress against these action plans, and to monitor and evaluate the outcomes for children.

The SL designs, in collaboration with other staff, a subject specific progression map to set out the progression of knowledge and content in their subject across the school. Thereafter, they monitor the implementation and impact of the curriculum through learning reviews, book scrutinies, drop-ins and observations.

The SL conducts observations, drop-ins, pupil-voice meetings and book scrutinies with a group. In addition, the SL can conduct book scrutinies and drop-ins as and when they deem it necessary, providing timely and constructive feedback to staff.

SL oversee assessment within their subject and report this to SLT each term. In addition, SL monitor summative data on Arbor to establish the impact of the curriculum implementation across the school.

On an operational level, SL provide support to staff on issues related to their subject; monitor resources and their budget, organise opportunities to share practice and pedagogy, and arrange subject specific whole school events.

4. Organisation and planning

4.1 Planning

The Deer Park School Curriculum sets out all the subjects, and their content, that are taught at Deer Park School.

At Deer Park School we plan at three levels.

The **long term** plan: the whole school annual overview is based on the National Curriculum 2014. This indicates which year group is taught which subjects and which domain-specific knowledge is covered. In addition, we have a subject specific progression map for each subject, to demonstrate the progression of the subject from EYFS to Year 6.

The **medium term** plan: these cover what is to be taught within that subject over the half term, and sequence the taught knowledge. Half-termly plans are knowledge focused and maintain fidelity to the curriculum content, building domain-specific knowledge over the half term. These plans set out the subject content, enquiry questions, and also make explicit the links and connections with other areas of the curriculum.

The **short term** plans are the teaching materials written on a weekly basis. These set WALTs, tasks and any areas of scaffolding and access support required. These plans are working documents and should be annotated and amended as and when necessary.

5. Inclusion

Deer Park School is a diverse school which is fully inclusive. We offer a curriculum that provides equal and effective opportunities for all pupils to learn and achieve their maximum potential. All pupils, irrespective of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation
- socio-economic status

have an entitlement to effective learning experiences, which enable them to achieve their full potential.

This includes high expectations of all our pupils in an educational, social and behavioural capacity. All staff aim to provide positive role models.

Deer Park School's curriculum takes into account the ethnicity, backgrounds and needs of all the pupils. We value our cultural diversity and we aim to prevent racism through our curriculum. See the Deer Park School Equality Policy, for further information.

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that they overcome any barriers to learning and assessment in order that all pupils make progress and reach their potential.

Teachers will set suitable learning challenges with pupils below the expected levels a much greater degree of support and scaffolding is required. For pupils whose attainment significantly exceeds the expected levels of attainment teachers plan suitably challenging work within that year group's curriculum that increases their depth of knowledge and understanding.

Teachers will ensure that they create an effective learning environment to secure motivation, engagement, and provide equality of opportunity for all, without contributing to extraneous load.

See section 2 **Legislation and Guidance** where the legislation is set out.

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

English as an Additional Language

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 knowledge of English, and to support pupils to take part in all subjects, accessing the domain-specific knowledge through careful scaffolding.

5. Pastoral Care and Safeguarding

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 PSHE curriculum affords opportunities to be responsive to arising issues, and e-safety knowledge is carefully taught and sequenced throughout the curriculum and particularly within the PSHE and Computing curricula. The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer.

Outside the curriculum, there are extensive opportunities to address wellbeing in Drama Therapy, Emotional Literacy Support Assistant (ELSA), Time to Talk, Zones of Regulation, Social Emotional, Mental Health (SEMH) interventions and Calm Club.

Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development usually in the summer term and in line with statutory guidance effective from September 2020. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE, are a mandatory part of the school curriculum from September 2020 and the school has revised its curriculum in these areas. ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance 2019](#))

6. Monitoring arrangements

The Local Advisory Board (LAB) monitor whether our school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects: Maths, English, Science, French, History, Geography, RE, Art, DT, Music, Drama, PSHE, RSHE, PE, Finance and Computing.

This monitoring takes place each half term in meetings with SLT during LAB meetings and individual meetings with the subject leaders if deemed necessary.

The monitoring process from SLT, Subject Leaders and Teaching staff are set out above in section 2- Roles and Responsibilities.

This policy will be reviewed every 2 years. At every review, the policy will be shared with the full LAB.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning Policy
- SEN policy
- SEND information report
- Safeguarding and Child Protection Policy