



**MERCHANT
TAYLORS'
SCHOOLS**

For Boys and Girls
aged 4 to 18 years

MERCHANT TAYLORS' PRIMARY SCHOOL CURRICULUM POLICY

(FOR EYFS CURRICULUM POLICY, SEE SEPARATE POLICY)

REVIEWED FEBRUARY 2019 EL / SMT

CURRICULUM POLICY

1. The curriculum should be broad, balanced and relevant and should be appropriate to the needs of our pupils promoting their intellectual, physical and personal development. In accordance with section 8 Education Act 1996, we provide our pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The pupils acquire speaking, listening, literacy and numeracy skills.
2. Our intake is selective and we seek to stretch the pupils by offering them an academic curriculum and embracing arts, sciences, creative and physical activities.
3. Pupils are expected and encouraged to work hard and independently, to study on their own, think for themselves and to enjoy as many forms of learning and skills as their gifts allow.
4. We provide equality of access and opportunity for all pupils to make progress, including those pupils with SEND.
5. The curriculum is designed to meet statutory requirements, as and where appropriate, to teach the national curriculum, religious and sex education, together with effective preparation for the opportunities, responsibilities and experiences of life in British society where applicable. We do 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
6. The Curriculum is enriched by providing extracurricular activities both inside and outside school, so that young people can explore their own interests.
7. Almost without exception our students all go on to study academic subjects at university and our curriculum is designed to prepare them in terms of knowledge and skills to make the most of higher education when they leave us.
8. All pupils have access to the library and computer equipment.
9. PSHE is delivered which reflects the School's aims and ethos: outlined in the PSHE scheme of work. This includes an acknowledgement of the protected characteristics of the Equality Act 2010.
10. EAL – where appropriate, the following measures are taken to support an individual student:
 - a. Personalised language support through weekly sessions
 - b. Learning support sessions organized by Learning Support Co-ordinator
 - c. Revise curriculum where appropriate (differentiate or alternative TT)

TEACHING

1. Pupils acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in all subjects.
2. Pupils are self-motivated, apply intellectual, physical and creative effort, show an interest in their work and the ability to think and learn for themselves.
3. Lessons are well planned and make effective use of teaching methods, activities and management of class time.

4. Planning also shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account.
5. Specialist teaching takes place for Music, ICT and PE in all classes, from Reception. In Reception, Years 1 and 2, the pupils currently learn Spanish and from Year 3, the girls are taught French. Year 6 also study Spanish or French. Language lessons are taught by a specialist MFL teacher.
6. The predominant mode of working is through class teaching, differentiating activities to suit individuals' capabilities. Group work is also encouraged, particularly in problem solving activities.
7. Good knowledge and understanding of the subject matter is demonstrated.
8. Classroom resources used are of good quality, quantity and range.
9. A range of assessment methods are analysed to plan teaching to make sure that pupils can progress.
10. Based on early/ongoing assessment, we put the children into phonics groups in Reception, Years 1 and 2, and Year 3 where necessary.
11. As deemed appropriate, we put the pupils into ability groups for Maths and English from Year 3 – Year 6.
12. The groups are flexible and there is movement between groups based on test scores and teachers' judgment as to whether a particular group is working for an individual
13. Effective behaviour strategies are in place and pupils encouraged to act responsibly.
14. We make sure that Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are promoted
15. We do not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

HOMEWORK POLICY

Purpose

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It supports the development of independent learning skills, including investigation. Consistent with this belief, homework shall be implemented according to the following guidelines.

- Pupils are encouraged to work at home on a regular basis. The time spent on homework increases according to the class age.
- Tasks will be wide-ranging and structured and their purpose explained to pupils.

- It is expected that all pupils will read at home and share a book with their parents.
- Pupils will have multiplication tables and spellings to learn at home at the appropriate age.
- Pupils who have made insufficient effort during class time may be asked to complete work at home.
- We do not generally set homework for children to complete when taken out of school during term time.
- We do not as a rule set homework in the holidays, however;
- Extra homework will be given to girls in Year 6 to help them prepare for the entrance examination and for life at secondary school.
- Further practice in basic skills (e.g. handwriting) may be set at the discretion of the form teacher.
- Parents will be informed of the homework requirement and given a homework schedule at the beginning of each school year. They should monitor homework and inform the school if an issue arises.

Homework Allocation

Year Group	Time Allocation	Subjects
Reception	10 mins, 3 x weekly	Reading Weekend Diary
Year 1	10 – 15 mins each night	Reading Handwriting Spelling Numeracy
Year 2	10 – 15 mins each night 30 mins at the weekend	Reading (Comprehension) Handwriting Spelling Numeracy
Year 3	20 mins each night	Reading Spelling Mathematics English exercises Occasional topic
Year 4	30 mins each night	As for Y3
Year 5	40 mins each night	As for Y3
Year 6	50 mins each night	As for Y3

