



Merchant Taylors'
School

Curriculum Policy

Stanfield, Merchant Taylors'

(For EYFS Curriculum Policy please see
separate policy)

Curriculum Policy

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Last Amended: October 2020

Review: September 2021

CURRICULUM POLICY

At Stanfield Merchant Taylors' we aim to provide a first class education. The curriculum comprises of planned activities which promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum but also the range of extra-curricular activities that the school offers, in order to enrich the experience of the children.

2. 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.
3. We seek to stretch the pupils by offering them an academic curriculum and embracing arts, sciences, creative and physical activities.
4. 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.
5. We provide equality of access and opportunity for all pupils to make progress, including those pupils with SEND, with or without an education, health and care plan.
6. 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
7. The Curriculum is enriched by providing extracurricular activities both inside and outside school, so that young people can explore their own interests.
8. Pupils have opportunities to be involved in many activities; drama, residential trips, Primary Maths Challenge as well as termly visits to places of interest and visiting speakers.
9. Our curriculum is designed to prepare pupils in terms of knowledge and skills to enable them to transition smoothly to their next stage of education.
10. In PE and extra-curricular, whilst pupils sometimes participate in single sex sports, under the exception in the Equality Act 2010, pupils partake in comparable sporting activities.
11. 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.
12. Gifted and Talented. We recognise that some pupils benefit from additional opportunities to enable them to reach their full potential. Refer to Gifted and Talented Policy
13. 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)
14. COVID-19 – Teachers have assessed the pupils’ learning and progress and have identified any gaps in knowledge and skills as a consequence of the COVID period. Adjustments to the curriculum have been made to address any gaps in knowledge and skills.

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, Modern Foreign Languages and PE in all classes, from Reception through to Year 6.
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.

