

Stanfield Curriculum Policy

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CURRICULUM POLICY

At Stanfield Merchant Taylors', we provide full-time education for pupils of compulsory school age construed in accordance with section 8 of the Education Act 1996. Our aim is for pupils to learn and make progress, to achieve intellectual breadth and depth through the curriculum while developing a love for learning. We strive to challenge all pupils at the right level so that each individual learns to take pride in his/her work and attains the highest levels of which he/she is capable. In doing so we take account the ages, aptitudes and needs of all pupils, including those with an Education, Health and Care (EHC) plan and Special Educational Needs (SEND). Pupils are encouraged to enjoy learning, have high expectations of themselves, to take increasing responsibility for their own learning and to learn to work in co-operation with one another. The curriculum is designed to develop students' ability to think independently rather than promote mere knowledge acquisition. None of the aspects of the curriculum 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. Indeed, the curriculum actively promotes fundamental British Values.

In the Early Years pupils follow the Early Years Foundation Stage Framework and experience learning opportunities in a wide range of specialist subjects.

Staff in Key Stage One understand that there needs to be a smooth transition between the Foundation Stage and Year One and there will be some thematic based learning alongside the core subjects.

Children in Key Stages Two continue to experience linguistic, mathematical, scientific, technological, human and social, physical and creative education.

The aims of the curriculum are:

- To provide full-time supervised education for pupils of compulsory school age and to give them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. (Section 8 Education Act 1996)
- To be broad, balanced, relevant and appropriate to the needs of our pupils
- To enable pupils to acquire speaking, listening, literacy, numeracy and critical thinking skills
- To generate a life-long love for knowledge and learning
- To encourage pupils 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.
- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others paying particular regard to the protected characteristics set out in the Equality Act 2010
- To be delivered through teaching which will enable all pupils to make good progress according to their abilities
- To achieve the best possible results for each pupil
- To enable pupils to develop self-reliance, self-esteem and self-confidence preparing them for the opportunities, responsibilities and experiences of life in modern British Society
- To enable pupils to use leisure time enjoyably and profitably
- To give an informed perspective about the role of the individual in the community, in society, in Europe and in the World

- To promote health and fitness
- To prepare for the future in an increasingly technology dependent world
- To provide pupils with knowledge that promotes their wellbeing and protects them from harm
- To actively promote fundamental British Values, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To offer a curriculum that is balanced in terms of the information presented about the achievement of other cultures and allows pupils to learn about the achievements of England and its people, but also allows for pupils to learn about the achievements of other cultures, including those outside Europe.
- To provide equality of access and opportunity to allow all pupils to learn and make progress

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development and takes into account the ages, aptitudes and needs of all of our pupils including those with a EHC plan.

It includes not only the formal programme of lessons but the informal programme which includes extra-curricular activities and all the features contributing to the school's ethos.

There is a clear scheme of work and policies for PSHE education, which reflects the school's aims and ethos and includes Relationships and Sex Education. At Stanfield all pupils have access to the full range of experiences provided in the curriculum. 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. 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

English as an Additional Language (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 and LEARNING

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.

6.1 Independent learning

Independent Learning is defined as any learning activity which takes place without the direct interaction with a teacher. This could include brief activities done in the classroom, in pairs for example; group work; a research homework; an extended piece of research: wider reading; attending a lecture; entering an essay competition. Teachers should provide opportunities for independent learning on a regular basis, in a way that is structured to the needs of the pupil. Department schemes of work should contain examples of independent learning approaches specific to their subject, and identify appropriate opportunities for it.

6.2 Differentiation (Please see SEND Policy)

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs. In promoting effective learning and teaching, staff should be aware of the complementary needs of all learners and use this understanding to enhance classroom practice.

It is the School's responsibility to ensure that all pupils have the opportunity to fulfil their potential, as appropriate to each individual. All teachers should have high expectations of each pupil. A range of teaching styles should be consciously employed in order to respond to the needs of individuals. The aptitude and previous experience of pupils influence their learning and teachers need to plan for continuity and progression. Good classroom management should allow all pupils to actively participate appropriately in a lesson. Patterns of assessment should allow for appropriate differentiation in order to respond to the strengths of each pupil.

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. British Values – Merchant Taylors' promotes fundamental British values of:
 - 14.1 Democracy
 - 14.2 The Rule of Law
 - 14.3 Individual Liberty
 - 14.4 Mutual respect and tolerance of those with different faiths (or none) and beliefs
- These values are promoted through subject lessons; assemblies; PSHE; and School Council/Pupil Voice. 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.