

SKIPPERS HILL MANOR

CURRICULUM PLANNING POLICY

INTRODUCTION :

Within the school, there is an agreed whole school approach to planning, which provides a balance between developing consistency in the planning process and enabling teachers to work effectively by utilising their own particular strengths. Our aim is to provide a broad and balanced curriculum with the appropriate elements of academic, aesthetic and sporting education, and in so doing, raise the children's achievements.

Planning is matched to the National Curriculum Programmes of Study, through schemes of work, which specify the knowledge, skills and processes which must be taught to pupils.

In many age groups and in many subjects, pupils are working to programmes of study beyond the prescribed chronological requirement. We aim to offer a broad curriculum, whilst retaining a traditional focus. The curriculum is enhanced, by supporting visits, regular homework to supplement learning, a good range of extra curricular activities and good resources. Despite a non selective intake, specialist teaching promotes high standards and provides support for general class teachers of younger children. There is good provision for children with specific learning difficulties and for those who are gifted in a particular area. Curriculum policies have been developed for all subjects, which give more detail for each area.

KEY PRINCIPLES OF THE CURRICULUM :

BREADTH:

The curriculum should give each child a breadth of experience across all areas of study and by its range, seek to extend more than the intellect alone.

BALANCE:

Curriculum balance is fundamentally about quality. The principle of curriculum entitlement means that subjects must be taught equally as well, whatever the amount of time devoted to them. The nature of the activity and the curricular content should be balanced over a period of time, but this will not always be over a day or a week. Concentrated thematic work, special events, visits and projects may change curriculum

balance. By planning over a key stage, a yearly balance will be achieved.

DEPTH:

The curriculum offered should give opportunities for extended and sustained work and quality activities will often cover a number of programmes of study and skill areas.

RELEVANCE:

Wherever possible, children's work should be based on active experience, encouraging the use of a range of skills and building on previous understanding and experience. Children should be involved in the planning process and in setting their own targets for development.

CONTINUITY:

Planning for the next steps in learning must take account of children's previous achievements and experiences within a whole school context.

PROGRESSION:

Each child should progress at an acceptable level of pace and challenge through the curriculum offered and should learn by building on and extending existing knowledge, skills and understanding.

DIFFERENTIATION:

This is addressed within each teacher's short term planning, to meet the abilities of groups of pupils and individuals.

LONG TERM PLANNING:

This provides a school master plan for each year group and key stage. This yearly plan, is drawn up, by each class teacher, in conjunction with the Director of Studies and Subject Coordinator. It provides a picture of the proposed coverage in each subject for each year group and should illustrate continuity and progression.

MEDIUM TERM PLANNING:

We have an agreed and consistent approach to medium term planning with a standardised format, which may be slightly modified according to the age of the children and the subject. Termly plans are presented at a staff meeting prior to the start of each term, although some staff prepare plans for the year in September. Each plan details the activities and

assessments in each area of study and where appropriate, identifies the attainment targets to be covered. Plans are drawn up by individual teachers and are then given to the relevant subject coordinator to:

- ❑ Ensure that plans are being implemented appropriately
- ❑ Check for continuity and progression across the school
- ❑ Be able to offer constructive advice on teaching strategies, resources and assessment
- ❑ Gather evidence on the intended learning
- ❑ Monitor the effectiveness of the plans within their subject

These plans are also collated and monitored by the Subject Coordinators, Director of Studies and Headteacher.

SHORT TERM PLANNING:

Short term planning is concerned with the classroom organisation and management and the strategies for teaching and learning. In the senior school, each teacher uses their own method of short term planning. The junior school uses a standardised weekly format. Short term planning enables teachers to ensure that there is good classroom organisation, that they are giving sufficient time to assessment, that there is a range of tasks and resources and that these are appropriate to the children's needs. The main area for inclusion in the short term plan will be:

- ❑ Learning objectives and details of each activity
- ❑ Classroom organisation and management
- ❑ Grouping of children where appropriate
- ❑ Resources
- ❑ Assessment and relevant notes on individuals
- ❑ Differentiation
- ❑ Evaluation and feedback

CONTENT:

Subjects taught to all pupils will be as follows:

Early Years: Reception:

The curriculum is based on the "early learning goals"

- ❑ Personal, social and emotional development
- ❑ Communication, language and literacy
- ❑ Mathematical development
- ❑ Knowledge and understanding of the world
- ❑ Physical development
- ❑ Creative development

Key Stage 1: (Years 1 and 2):

Pupils are taught English, Maths, Science, Art, ICT and P.E./Games. History and Geography are taught on a “topic” basis and P.R.H.S.E. on a cross curricular basis. Key Stage 1 tests are taken at the end of Year 2.

Key Stage 2: (Years 3-6):

Subjects taught are English, Maths, Science, History, Geography, French, Latin (from Year 5), P.E./Games, Art/D.T, Music, I.C.T., Drama and P.R.H.S.E./Citizenship. Although the National Curriculum programmes of study are covered, and the Key Stage 2 tests are taken at the end of Year 6, there will be some diversification from this, in some subjects, due to the entry requirements of a variety of destination schools. At 11, to meet this demand, many subjects need to cover additional work for the 11+ selection system, 11+ Common Entrance and Scholarship work.

Key Stage 3: (Years 7 and 8):

Subjects taught are as for Key Stage 2. Again, diversification from the Key Stage 3 programme of study is necessary, to meet the demands of entry requirements of various schools at 13, including 13+ Common Entrance and Scholarship work.

The curriculum fully complies with statutory requirements and coherent provision is made for the integration of the major cross - curricular skills. Time allocations for each subject, for each year group can be found as an Appendix. Further detail on content for each subject can be found in the subject policy documents.

Pupils have the opportunity to represent the school in teams for various sports and a varied programme of extra curricular activities open to all pupils will be provided. These currently include; Choir, Orchestra, Vocal Training, instrumental lessons in recorder, drums, flute, piano, clarinet, violin, keyboard, trumpet, guitar and saxophone, Speech and Drama, Ballet. There are opportunities throughout the year to take examinations in these and to take part in festivals and performances. Other activities on offer are Pottery, Modelling, Chess, Gymnastics, Swimming, Tennis, Judo, Ballet, Cricket nets and Athletics.

Successes in these activities are celebrated in various ways such as Awards Assembly, displays and performances.

ORGANISATION :

The curriculum is organised appropriately and effectively in terms of time allocation per subject (see separate table for details).

Pupils are taught in mixed ability groups. Occasionally setting in certain subjects may be arranged, when appropriate. Some pupils in years 6, 7 and 8 may drop Latin to have an additional support lesson.

Reception to Year 2 are taught by class teachers, with some additional support, and the curriculum is overseen by the Head of the Junior School, the Director of Studies and the Headmaster. They have specialist teachers for Games, P.E. and Music. Years 3 and 4 are taught mostly by their class teachers, who divide their time between these classes, to utilise their subject strengths. Subject specialists teach these classes for Music, Drama, P.E. and Games. Years 5 to 8, are taught all subjects by subject specialists.

The curriculum is planned to ensure effective continuity with the preceding Key Stage, between years within each Key Stage and with the succeeding Key Stage.

MONITORING :

Programmes of work are monitored by Subject Co-ordinators, the Director of Studies and the Headmaster, to ensure continuity and progression. They also monitor, across the curriculum, the provision for pupils' social, moral, spiritual, and cultural development and in addition, assessments, recording and reporting arrangements throughout the year.

EVALUATING :

At the end of each academic year, all individual teachers will evaluate their schemes of work in order to plan successfully for the following year, in order to aid continuity and progression. These can be passed on to the next teacher. They will also set individual and subject targets for the next academic year. These procedures particularly help a new member of staff teaching any group.

Appendices :

Timetables

Curriculum yearly reviews and targets

Time allocation of subjects

Teaching allocation

Learning support

Reviewed Sept 2008 A.A.