



Braeside School

Curriculum Policy

Main School and EYFS

Introduction

The School's curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and GCSE specifications, but also the many extra-curricular activities organised to enrich the pupils' experiences and the 'hidden curriculum' – what the pupils learn from the way they are treated and expected to behave. We look for pupils to grow into responsible people who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. We encourage our pupils to study in order to become confident, independent individuals capable of engaging in lifelong learning.

Our curriculum aims to promote not only the pupils' academic development, but also their social, moral, spiritual, cultural and emotional development. It is our aim that they learn their own value within our school community and in the world beyond school. We seek the highest standards of attainment and are committed to tracking the learning progress that each pupil makes. We also value the breadth of the curriculum that we provide. We aim to foster creativity and innovation and to help our pupils become independent learners. We believe in making learning purposeful, engaging and enjoyable.

We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning. We acknowledge the need to continually review our current programmes of study to provide flexibility to meet the pupils' individual needs and to build on their prior learning.

Application

The school has developed a curriculum that is supported by appropriate plans and schemes of work and which:

- takes into account the ages, aptitudes and needs of all the pupils, including those pupils with an EHC Plan, and
- that does 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.

The school's curriculum provides for:

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- pupils' acquisition of speaking, listening, literacy and numeracy skills.
- personal, social, health and economic education (PSHEE) which:
 - reflects the school's aims and ethos
 - encourages respect for other people paying particular regard to the protected characteristics as set out in the 2010 Act
- pupils below compulsory school age to access a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

- pupils above compulsory school age to access a programme of activities that is appropriate to their needs.
- all pupils to have the opportunity to learn and make progress.
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

As part of its PSHEE programme, including through the Jigsaw scheme of work, the school promotes pupils' mental health and emotional wellbeing. See the Jigsaw scheme of work for full details.

Values

The main objective of the school is to educate the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and to prepare them for the opportunities, responsibilities and experiences of later life. This is achieved through the curriculum.

These are the main values of our school, upon which we base our curriculum:

- We value the individuality of each child, we listen to their views, and we promote respect for diverse cultures
- We value the spiritual, moral, cultural and social development of each person, as well as their intellectual and physical growth
- We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils
- We will strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The school aims to offer a broad and balanced curriculum to all pupils, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

- Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensure that the areas of learning for pupils in the EYFS and the subjects and courses offered to older pupils at each stage of the school:
 - contribute effectively to their intellectual, physical and personal attainment and development.
 - are appropriate for their age and ability.
 - prepare them for the next stage of their education.
- Ensure that the curriculum is planned to provide continuity and progression of learning.
- Ensure that the school meets the curricular requirements of those pupils who require special provision, including very able pupils, and those for whom English is an additional language.
- Enrich the curriculum by offering a variety of extra-curricular activities such as in sport, music and drama in order to develop and extend pupils' individual talents and to increase their self-confidence.
- Provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development.

- Teach pupils to have an awareness of their own spiritual and health development that reflects the school's aim and ethos, to distinguish right from wrong, and to grow up committed to equal opportunities and tolerance for all.
- Offer educational opportunities that enable pupils to be creative and to develop their own thinking and initiative to become independent learners.
- Enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others in our multi-cultural British, democratic society.
- Promote a positive attitude towards learning so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- Prepare pupils for the various entrance assessments, diagnostic tests and GCSE exams.
- Provide a learning environment to prepare for the opportunities, responsibilities and experiences of adult life and to prepare them for transition into further education and training post 16.

Implementation of Aims

- The curriculum is broad and balanced, offering the range of subjects in the National Curriculum including at GCSE: English, English Literature, Mathematics, Business Studies, Computing, Drama, French, Geography, Graphic Design, History, Music, RS, and Sciences: Biology, Chemistry and Physics.
- All pupils are taught Arts, Humanities, ICT and Science with cross-curricular links created where possible. Combined with the extra-curricular programme, this ensures that all pupils receive a balanced and well-rounded education with plenty of opportunities to develop their individual talents.
- The Head of Seniors oversees the senior curriculum, the Head of Juniors oversees the curriculum for Key Stage 1 and 2, and the Head of Early Years oversees the EYFS curriculum. The Headmistress, SLT and Subject Coordinators regularly review the curriculum with the curriculum leaders.
- The Head of Seniors, Head of the Juniors and Head of EYFS consult to ensure continuity from the Early Years Foundation Stage through to Key Stage 4. The Subject Coordinators are responsible for ensuring continuity throughout the Key Stages and for checking content across the different subjects.
- All pupils access the same Schemes of Work. Delivery is, however, differentiated according to the needs and ability of each child. This is mainly achieved through differentiated group and individual work and targeted feedback. Teaching assistants help either within the classroom with a particular group or by withdrawing a group or individual from the class. From Reception through to Year 5 every child reads individually at least three times a week and if possible every day.
- The School SENDCo is responsible for assessing the needs of pupils throughout the School with special needs such as Dyslexia and for advising teachers on providing for individual needs. The SENDCo gives advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within all age ranges of the School. Class teachers ensure that pupils whose first language is not English receive extra individual support in English, if necessary.
- Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as gifted or talented and for providing appropriate differentiated learning activities within lessons. The SLT, the appropriate Subject Coordinator and the class teacher will ensure that the educational programme offers suitable challenges to the gifted and talented pupils. A register of gifted and talented pupils is kept and reviewed annually.
- The SLT oversees and regularly reviews the provision of extra-curricular activities, ensuring a balance of opportunities to pupils. Sport, Art, Music, Drama, Languages and other activities are made available to enhance the curriculum.

- The PSHE coordinator plans a programme during form time and PSHE time to educate the pupils in their personal, social, moral, cultural and spiritual development. A number of speakers are invited to take assembly during the year to talk about different religions, life issues and charities. Outside health visitors, nurses or other experts are invited to talk to Key Stage 2, 3 and 4 pupils about health issues, sex education and issues such as internet safety and drugs. Health issues are also covered in Science lessons. More details can be found in the PSHE Schemes of Work.
- The Head of Juniors works with the class teachers in Key Stages 1 and 2 to ensure that pupils are prepared thoroughly for all external assessments and teacher assessments.
- Creativity is encouraged in every aspect of the curriculum. Pupils are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum.
- The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school. Pupils learn to cultivate self-discipline, self-esteem, responsibility and tolerance.

Curriculum Organisation

Early Years Foundation Stage (Kindergarten and Reception)

The curriculum taught in Kindergarten and Reception meets the requirements set out in the Early Learning Goals. Curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. French is taught from Reception.

All pupils need the support of parents and staff to make good progress. The school strives to build positive links with parents of each child through our open door policy and by keeping them informed regularly about how what the children are taught and how they are progressing. Where applicable we provide the two year developmental check for children in Kindergarten during the term in which they turn three.

The school fully supports the principle that young pupils learn through play and by engaging in well planned and structured activities. Teaching in Reception builds on the experiences of the pupils in their Kindergarten learning. The development of skills by each child is assessed termly in Reception. This assessment forms an important part of the future curriculum planning for each child and is evidenced in the children's portfolios.

In the final term of Reception, the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals. Teachers in Reception and Year 1 work together in the Summer Term to ensure a smooth transition from EYFS into Year 1 and each individual pupil's achievements and next steps for progress are shared.

Juniors (Years 1 to 6)

The curriculum for Year 1 to 6 is based on the National Curriculum and is planned in three phases. A long term plan is agreed for each Key Stage in each subject, which indicates what topics are to be taught in each term and to which groups of pupils. These long term plans are reviewed on an annual basis.

The medium term planning provides clear guidance on the objectives and teaching strategies for each topic. National programmes of study are used to inform the long-term and medium-term planning the medium-term planning in the foundation subjects. Teachers evaluate pupil achievement and understanding and reflect on how successful the lesson was. The Headmistress, SLT and relevant Subject Coordinators discuss the medium-term plans on a termly basis. They are used for future planning and analysis of pupils' progress, and provide the Subject Coordinators with an overview of their subject across all the age groups within the school.

Short-term plans are written on a weekly or daily basis and recorded. These include the learning outcomes for each lesson and identify the resources and activities are to be used. These plans also include information regarding differentiated tasks and the use of the learning support staff in the classroom.

From Key Stage 1, the National Curriculum subjects are taught separately and French, ICT, Music and PE are taught by specialist teachers. Within Humanities, some classes may choose to concentrate on a History topic for one half term and then switch to a greater emphasis on Geography in the next half term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links from Key Stage 2 subjects occur when appropriate.

Educational trips and visits are arranged to enhance the curricular learning and to enable pupils of all ages to make links between their learning in the classroom and the world beyond it.

Seniors (Years 7 to 11)

At Key Stage 3 (Years 7 to 9) pupils study the following subjects: English, Mathematics, Science, Design Technology, French, Spanish, History, Geography, Religious Education, Art, Music, Drama, Physical Education, Computing and PSHE (a programme that delivers personal, social, health, citizenship, enterprise and careers education).

Pupils complete their KS3 Mathematics and Science courses over two years and then embark upon GCSE courses in these subjects at the beginning of Year 9. All students make a guided choice at the beginning of Year 9 and choose their three option subjects for GCSEs in Years 10 and 11 from a wide range.

At Key Stage 4 all pupils study the core curriculum of English language, English literature, Mathematics, Science (double or triple GCSE), PE and PSHE. Pupils start the option subjects chosen in Year 9. Most students will go gain 8 or 9 GCSEs. Some students will study fewer and will be given support through our Study Support programme, which supports those students in KS4 who have identified SEN or EAL needs.

Relationships and Sex Education

Relationships and Sex Education is mandatory in schools from September 2020. The school teaches the Jigsaw programme for all pupils in PSHE lessons. The curriculum for RSE meets national and local guidelines and is inclusive and age appropriate.

Careers Guidance

Careers education, information, advice and guidance is provided through the PSHE programme to all pupils. In addition, Year 10 pupils undertake a week's work experience away from school and there is a programme of guest speakers and mock interviews conducted by relevant businesspeople.

Safeguarding

The school teaches pupils through the curriculum as part of PSHE, and also through special events such as safer internet training, how to keep themselves safe within school and in the wider world.

Fundamental British Values

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. More information is available in the SMSC Policy.

We aim to educate our pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

Some of the ways in which we teach our children about these values is by:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

Inclusion within the Curriculum

The curriculum is designed to be accessed by all pupils who attend school. The school does all it can to meet the individual needs of the pupils and complies with the requirements set out in the SEND Code of Practice and takes account of the Equality Act 2010.

If a child displays signs of having special needs, then her teacher makes an assessment of this need by completing the SEN Identification form. In many instances, the class teacher is able to provide the resources, differentiated tasks and educational opportunities that meet the child's needs within normal class organisation with the assistance of the Learning Support staff. This also applies to any child identified as 'gifted and/or talented' in any curriculum area.

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

- more able pupils
- pupils with low prior attainment
- pupils with SEN
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. The school is

committed to making reasonable adjustments to meet the needs of pupils who have disabilities, as it is to meeting the needs of all groups of pupils in the school.

The Role of the Governing Body

The role of the Governing Body is to ensure there is:

- A robust framework in place for setting curriculum policies and aspirational targets.
- Enough teaching time provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision made for pupils with different abilities and needs, including children with special educational needs (SEN)
- Implementation by the school in the relevant statutory assessment arrangements
- Active participation in decision-making about the breadth and balance of the curriculum
- The provision of independent, impartial careers guidance, and that this is appropriately resourced.

The Role of the Headmistress

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

- All required elements of the curriculum, and those subjects that the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

The Role of the Subject Coordinator

The role of the Subject Coordinator is to:

- Provide a strategic lead and direction for the subject throughout Key Stages 1, 2, 3 and 4.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in the subject area including the less able and the gifted and/or talented.
- Provide efficient resource management for the subject.
- Help organise trips and visits where appropriate.

Monitoring and Reviewing

The Headmistress is responsible for the day-to-day organisation of the curriculum and monitoring the way the Curriculum is implemented. Responsibility for the implementation of the aims also lies with the Head of Seniors, Head of Juniors, Head of EYFS, Subject Coordinators and the SENDCo.

The Senior Leadership Team monitors the teaching of the curriculum throughout the school by conducting learning walks, lesson observations, data analysis and work scrutinies.

Each subject Department Improvement Plan is developed, implemented and reviewed annually by the appropriate subject co-ordinator, overseen by Line Managers, the SLT and the Headmistress. This is a key part of the whole school strategic improvement and review process.

