



CURRICULUM POLICY

At Richmond House School the values, aims and ethos of the school are delivered and developed through the curriculum. The aims of the curriculum are:

- to provide a first class education in a caring, happy environment
- to achieve the highest standards of attainment for all our children in all areas of the curriculum
- to encourage enquiring minds and an appreciation of the world around us
- to provide stimulating opportunities which enable pupils to reach their full potential
- to give all pupils equal opportunities to learn and make progress in all areas, taking into account the ages, aptitudes and needs of all pupils
- to equip all pupils with a breadth of knowledge, understanding and skills, and a desire for, and enjoyment of, learning upon which they can build as they continue onto the next stage of their education

In order to meet these aims, the school is committed to:

- providing a broad and balanced curriculum that has continuity and depth
- ensuring all pupils acquire speaking, listening, literacy and numeracy skills
- providing full time supervised education for all pupils of compulsory school age
- providing a programme of activities that is appropriate to the needs of those in Early Years who are below compulsory school age
- giving all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- having high academic expectations from all staff for all pupils
- providing a curriculum and a programme of activities that is appropriate for the ages and abilities of all pupils, including those with an EHC or SEND plan
- creating an environment that promotes the pupils' moral, spiritual, cultural, mental and physical development
- promoting, through our teaching and PSHE programme, British fundamental values of democracy, rule of law, individual liberty and mutual respect and tolerance
- preparing pupils for the opportunities, responsibilities and experiences of life in British society

Teaching

In accordance with 'paragraph 3' of the ISI Regulatory Requirements the teaching at the School:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;

- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) 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; and
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Delivery

The curriculum policy is supported by appropriate plans and schemes of work that take into account the National Curriculum and the ISI regulatory requirements. Through the delivery of the curriculum, our school provides pupils with experience in the following areas; linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative. We are aware that the Early Years Foundation Stage is a statutory requirement and we ensure it is reflected in our programme of teaching and learning.

Early Years Foundation Stage

In the Early Years (Nursery and Reception classes) the Early Years Foundation Stage Framework (EYFS) provides the starting point for planning, resourcing, teaching and assessment. At Richmond House we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that all areas are interconnected.

The EYFS is made up of seven areas of learning:

The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are also four specific areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics,
- Understanding of the World
- Expressive Arts and Design

In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS (Reception). All areas are delivered through a balance of adult led and child initiated activities. We ensure every child receives challenging and enjoyable learning experiences tailored to meet their needs. The children also receive specialist PE, French and Music lessons.

Key Stage 1 –Lower School (Years 1 and 2)

English, Mathematics, Science, Humanities, Music, PE and Games, ICT, PSHE, Art, DT, French.

Key Stage 2 – Upper School (Years 3 to 6)

English, Mathematics, Science, History, Geography, Religious Education, Music, PE and Games, ICT, PSHE, Art, DT, French, Drama.
Spanish and Reasoning are taught in Years 5 and 6.

In addition to the lesson based curriculum, Richmond House School offers a wealth of opportunities and activities that are appropriate to the pupils' age and ability. Our pupils regularly take part in National Academic Competitions.

Every child is involved in Music and Drama performances. Physical Education also plays an important part in the education of pupils at Richmond House School and team and competitive sports are inclusive of children of all abilities. Extra-curricular clubs are wide ranging and offer additional experiences and educational opportunities. The House system encourages pupil participation, a team spirit and healthy competition.

Organisation

Richmond House is a two form entry school that has maximum class sizes of 18. Teaching Assistants are deployed as appropriate to the needs of the curriculum in each year group. The classes are mixed ability; children in Years 5 and 6 are grouped for English and Maths. There is a full time SENCO who works with small groups of children in the classroom or individuals, planning work that is appropriate and accessible. Consideration is made for pupils with specific needs within the classroom and beyond, for example educational trips and visits. Specialist teachers work throughout the school to develop and enhance the curriculum. A music specialist teaches music throughout the school and peripatetic music teachers give individual music tuition. PE and Games is taught throughout the school by sports specialists. In Upper School, increasingly the children are taught by subject specialists.

Planning and Monitoring the Curriculum

When planning the curriculum, we bear in mind;

- pupils' entitlement to a broad and balanced curriculum
- continuity between year groups
- progress, building on previous experience, to develop knowledge and skills
- coherence; linking subjects or units of work to facilitate understanding
- access and differentiation to ensure that everyone reaches their full potential
- monitoring and evaluation

Schemes of work are written for each subject by the subject coordinator, in liaison with the staff that teach that subject. Medium term plans give guidance on objectives, strategies for teaching, specific activities and differentiation. Subject coordinators and teachers review plans regularly and make changes if necessary.

The Director of Studies has overall responsibility for monitoring the curriculum to ensure continuity and progression. Lesson observations are carried out and children's work is scrutinised.

Assessment and Record keeping

(See separate policy for Assessment and Reporting)

Continuous teacher assessment is used throughout the school. Informal tests are carried out regularly to check knowledge, understanding and progress. The results are used to inform future planning and teaching.

Children undertake regular reading and spelling assessments as well as tests, produced by NFER, in Maths and English. These tests produce national standardised scores that allow the school to analyse a child's achievement in relation to their actual age and in relation to a national average.

Data is recorded on SIMS and is analysed to identify strengths and weaknesses. Records of assessments are kept by teachers and are used to identify those who are working at a very high level and those who are underperforming; those who are Gifted and Talented and those who have special educational needs.

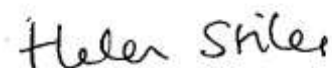
Written reports are sent to parents at the end of each term and additional information is discussed at Parents' Evenings in October and February.

The **Curriculum Policy** is reviewed annually by the Head, Director of Studies and the Academic Committee of the Governing Body as part of its ongoing monitoring and evaluation to ensure that

- the policy is supported by appropriate schemes of work and plans which are implemented effectively
- the written policy, schemes of work and plans take into account the ages, aptitudes and needs of all pupils, including those with special needs; and 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.

Policy Date: January 2017

Signed Headteacher



Signed (Chair of Governors)

