

Reviewed and updated: September 2018

Next review due: September 2019

(This policy includes EYFS)

Curriculum Policy

Purpose

This policy describes the teaching and learning at Birkdale School and reflects a desire to achieve high standards and consistency in the quality of teaching and the experience of learning.

Aims

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Pupils acquire speaking, listening, literacy and numeracy skills.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Engender considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Provide opportunities for teachers to develop personal and professional skills.
- Encourage effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- Ensure 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.

Teaching and Learning ethos.

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment, when appropriate, in which each child can achieve his maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Behaviour policy.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's assessment, recording and reporting policy.
- Effective management of teacher and pupil time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks related to the programmes of study.
- Valuing and celebrating pupils' successes and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Providing the opportunity to explore issues and topics within and beyond the framework of the National Curriculum.

It is also key that teaching;

- (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.
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

All our teaching supports the principles laid down in the PSHE (E) policy in ensuring British values are actively promoted. We endeavor to ensure principles are promoted which—

- (a) actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (b) ensures that principles are actively promoted which –
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely;
- (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- (vii) encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England;

(c) precludes the promotion of partisan political views in the teaching of any subject in the school;

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils -

- (i) while they are in attendance at the school;
- (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

Equal opportunities.

In accordance with the school's Equal opportunities policy all children at Birkdale must be given full access to the Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, age or ability. The Curriculum will also provide opportunities to explore and debate the stereotyping of ethnic and gender groups. This is all delivered in line with The Equality Act 2010, with a specific focus on the 'protected characteristics'.

Management of the School Day.

1. The School Day.

8.45 – 8.55	Registration.
8.55 – 9.20	Assembly.
9.20 – 9.50	Period 1.
9.50 – 10.20	Period 2.

10.20 – 10.35 Morning Break.
 10.35 – 11.05 Period 3.
 11.05 – 11.35 Period 4.
 11.35 – 12.05 Period 5.
 12.05 – 12.35 Period 6.

Classes stay in Period 6 until the appropriate Lunch bell.

12.30	P1 Lunch Bell
12.35	P2 Lunch Bell
12.40	P3 Lunch Bell
12.45	P4 Lunch Bell

1.45 – 2.15 Period 7.
 2.15 – 2.45 Period 8.
 2.45 – 2.50 Toilet Break
 2.50 – 3.20 Period 9.
 3.20 – 3.50 Period 10.

Total hours per School day = 7 hours 5 minutes.
 Total teaching time per day = 5 hours.

Total hours per week = 35 hours 25 minutes.
 Total teaching time per week = 25 hours.

2. Subject Time Allocation.

	Prep 1	Prep 2	Prep 3	Prep 4
English	5 hours	5 hours	4 hours	4 hours
Maths	5 hours	5 hours	4 hours	4 hours
Science	1 hour 30mins	1 hour 30mins	2 hours	2 hours
Modern Languages	1 hour	1 hour	1 hour 30mins	1 hour 30mins
History	1 hour 30mins	1 hour 30mins	1 hour 30mins	1 hour 30mins
Geography	1 hour 30mins	1 hour 30mins	1 hour 30mins	1 hour 30mins
RE	1 hour	1 hour	1 hour	1 hour
Music	1 hour	1 hour	1 hour	1 hour
Art	1 hour	1 hour	1 hour	1 hour
PE	1 hour	1 hour	1 hour	1 hour (half termly)
ICT	1 hour (half termly)	1 hour (half termly)	1 hour (half termly)	1 hour (half termly)
DT	1 hour	1 hour	1 hour	1 hour

	(half termly)	(half termly)	(half termly)	(half termly)
Drama	1 hour 30 mins (half termly)	1 hour 30 mins (half termly)		
Swimming	1 hour 30 mins (half termly)	1 hour 30 mins (half termly)		1 hour (half termly)
Games	2 hours	2 hours	4hours	4 hours
PSHE	30 mins	30 mins	30 mins	30 mins
Reading	30 mins	30 mins	1 hour	1 hour
Total	25 hours	25 hours	25 hours	25 hours

3. Time Allocation.

Curriculum time can be planned as a continuous study throughout the term or as unit blocks taught over shorter or longer periods of time. Work will be planned using the subject Schemes of Work through an agreed medium term planning format. This will ensure that the subject programmes of study are covered consistently and most effectively.

Teachers will encourage pupils to work within given time scales and will facilitate the effective use of time through:

- The provision of appropriate resources.
- Planning extension activities which can be carried out by individuals or groups of pupils.

Classroom Management and Organisation.

1. Management.

The learning environment will be managed in such a way as to facilitate a variety of styles of learning;

- Whole class teaching.
- Group work.
- One to one teaching.
- Collaborative learning in pairs.
- Independent learning.

All areas of the learning environment will be planned for including where appropriate outside areas in order to ensure opportunities for a range of practical activities which will develop appropriate skill, concepts and knowledge.

Learning support teachers, teacher assistants and any other external agencies will be employed to support childrens progress as identified through Individual Education Plans or Teachers short term planning.

2. Behaviour Management.

As outlined by the Behaviour policy.

3.Organisation.

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each classroom and centralised subject resource areas will be grouped according to curriculum subject and clearly labelled.
- Writing resources will be available for use at all times and will be centrally accessible.
- Displays, labels and posters should be attractive, informative and promote learning and achievement.
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning.

Medium Term planning will be monitored by the Curriculum Advisers for each subject area and will be collated on a half termly or termly basis.

Short term planning will be monitored by the Director of Studies.

Year group class teachers in Prep 1 and 2 meet weekly to ensure planning reflects a consistent approach to the delivery of the curriculum.

In Prep 3 and 4 subject teachers meet half termly to plan the delivery of units of work.

Differentiation.

Teachers will differentiate the curriculum by:

- Task.
- Outcome.
- Support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

Detailed reference to differentiation is to be found in the schools Differentiation policy.

Record Keeping and Assessment.

Regular assessments are made of pupils work in order to establish each pupils level of attainment and to inform future planning. Record keeping and assessment procedures are explained in the Assessment, Recording and Reporting policy.

Teaching Strategies.

In order to ensure equality of access and effective matching of tasks to needs teachers will employ a variety of strategies:

- Discussion and questioning.
- Previewing and reviewing.
- Didactic teaching.
- Interactive teaching.
- Conferencing.
- Listening.
- Brainstorming.
- Providing opportunities for reflection.
- Demonstrating high expectations.
- Repetition and reinforcement.
- Encouragement, praise and positive reinforcement.
- Making judgements and responding to individual need.
- Intervening in the learning process in order to encourage development.
- Provide all children with opportunities for success.
- Use a range of communication strategies – verbal and non-verbal.

Teachers may use a range of strategies in any one lesson.

Activities should show a balance in terms of individual, group and whole class work.

Teachers may use the diamond teaching structure (whole class – text level work – ability group work – whole class plenary) in the teaching of English and Maths.

Specialist subject teaching is predominant in Prep 3 and 4 and delivers approximately 50% of the curriculum in Prep 1 and 2.

Learning Processes

Children develop at different stages and rates and learn in different ways. In the course of learning children develop skills through a variety of processes. These include:

- Investigation.
- Problem Solving.

- Experimentation.
- Listening.
- Observation.
- Talking and discussion.
- Asking questions.
- Practical exploration and role play
- Repetition.
- Imagining.
- Retrieving information.
- Making choices.
- Decision making.

At Birkdale opportunities are organised to allow pupils access to these processes and for them to develop their own strategies to gain knowledge and skills.

Learning Styles.

Children learn in a variety of ways and for this reason it is necessary to ensure that the planning incorporates as many styles as possible. These styles include:

- Individual learning.
- Collaborative learning in small groups or pairs.
- One to one learning with an adult.
- Whole class.
- Independent learning.

Resources.

Each classroom will be equipped with a set of resources and books appropriate to the year groups taught in that room. Some rooms act as a specific subject base monitored and regularly audited by the Curricular Adviser. General Maths, English resources are centralised in the Staff Common room. Consumables may be obtained from the School Secretary using the stationery order book process each week.

Staff liaise with the Curricular Advisers with suggestions for specialist resources for specific subjects. Resources are developed by discussions between staff and Curriculum Advisers.

Pupils are taught and encouraged to use resources correctly and safely with care and respect particularly with regard to the Health and safety policy of the school.

Care will be taken to ensure that resources reflect the cultural diversity of our society and that all pupils have equality of access.

Links.

This policy works in partnership with the following policies:

- Assessment, Recording and Reporting policy.
- Marking policy.
- Equal Opportunities policy.

- Behaviour policy.
- Differentiation policy.
- Health and Safety.
- Monitoring Policy.
- Curriculum Documents and Subject specific planning strategies

BIRKDALE PRE-PREPARATORY DEPARTMENT.

TEACHING AND LEARNING POLICY.

Aims:

- To assist in the raising of standards with the intention, where possible, to achieve exceptional levels of attainment
- To support the quality of both teaching and learning
- To increase the continuity, progression and balance of the curriculum
- To nurture pupils to demonstrate excellent concentration and application skills and who are rarely off task
- To develop a keenness and commitment within pupils to succeed in all aspects of school life

The curriculum offers:

Breadth allows the following areas of learning (including, knowledge, concepts, skills, attitudes):

- Aesthetic and Creative
- Moral, Spiritual and Social
- Language and Literacy
- Mathematics
- Science and Technology

Balance:

- Experience offered to boys
- Teaching approaches
- Classroom organisation

Progression and Continuity (Teaching and learning experiences are ordered so as to facilitate pupil progress):

- Build on existing knowledge

- Build on existing skills

Relevance :

- Meets the present and prospective needs of the pupils
-

Pupils Learning Experiences

Pupils are given opportunities to acquire knowledge, develop understanding and learn and practice skills through:

- Gaining firsthand experience, engaging in investigative work and communicating their findings in a variety of ways
- Engaging in a variety of problem solving activities
- Making choices and being encouraged to organise their own learning and where appropriate supported in improving their work
- Designing, making and evaluating
- Working individually and as members of a co-operative group
- Producing work for a variety of audiences
- Using a variety of media and select resources appropriately
- Practicing new skills
- Establishing a positive attitude towards learning
- Applying concepts to new situations
- Acquiring a sense of wellbeing and concern for others

The Learning Environment

The learning environment should:

- Be inspiring
- Promote effective learning and personal development
- Enable boys to begin to select materials appropriate to the task in hand
- Facilitate both independent and co-operative work by pupils
- Ensure that available space and materials are used to the best advantage
- Ensure that the resources for learning are effectively stored, displayed and labelled
- Display current work and themes appropriate to learning and effort
- Encourage boys to take increasing responsibility for their environment (including resources and the property of others)

- Give boys responsibility for looking after their own belongings
- Minimalise waste

Pupils' Learning Styles

Pupils' learning styles should include:

- Working individually
- Working collectively as a member of a group
- Researching and data collection
- Working using their own, teachers', peers' ideas
- Answering questions (from written or oral sources)
- Using various technology
- Talking about/explaining work to a variety of audiences
- Acting and role play
- Reading and reflecting
- Observing and listening

Teachers' Responsibilities

The teacher should:

- Have the highest expectations of all pupils
- Effectively check pupils understanding and intervene when necessary
- Precisely target adult support where appropriate
- Plan yearly, termly and weekly with clear objectives
- Have a secure command of the teaching of basic literacy and numeracy skills
- Ensure continuity, progression and differentiation (where appropriate) for all the pupils
- Assess regularly to evaluate boys knowledge and skills (to inform planning and reporting to parents)
- Keep school records up to date
- Meet regularly to share knowledge about the delivery of the curriculum and how pupils are progressing

The Quality of Teaching Should Demonstrate That:

- Teachers have clear objectives for their lessons
- Boys are aware of these objectives

- Teachers have a secure command and an excellent knowledge of the subject
- Teaching methods engage, motivate and challenge all pupils
- There is an awareness of pupils' capabilities and prior learning/understanding

Teaching;

- (ii) 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.
- (j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Resources

Resources should at all times be:

- Sufficient to enable the delivery of the curriculum
- Be of a good quality
- Regularly audited by the subject coordinator and class teacher

Strategies for Ensuring Progress and Continuity

- Planning in its various forms is effective and a process in which all teachers are involved (including TAs as appropriate)
- Assessment, recording and reporting
- Information technology is used where appropriate

Subject Time Allocation

<u>Subject</u>	<u>Weekly allocation</u>
English inc. Specialist Drama	At least 5 hours
Mathematics	At least 5 hours
Humanities	At least 2 hours 30 minutes
Modern Languages	35 minutes
Music	1 hour 10 minutes
RE	35 minutes
Art	At least 1 hour
DT	Each form receives 1hr per week for a 5 week block
P.E/Games inc. Swimming	At least 35 minutes

ICT skills/Computing	At least 35 minutes
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EYFS Time Allocation (PP1 – Reception)

Area of learning	Approximate time allocation per week
PSED	20 minutes focused lesson, other times as appropriate
CLL	5 hours
PSRN	4 hours 15 minutes
KUW	2 hours
PD	1 hour 5 minutes, plus time for walking to and from swimming pool
CD	2 hours 15 minutes
Modern Languages	35 minutes

The times given are approximate as the EYFS curriculum is often quite integrated.

The hours given do not total a whole week as one afternoon is devoted to skills lessons and other sessions are reserved for story, video, singing and discussion as appropriate.

The Monitoring and Assessing of Teaching and Learning

Every curriculum leader will:

- Keep records up to date
- Be involved with work scrutiny and moderation
- Be part of peer meetings, peer observation and appraisal
- Attend and feedback on courses and training
- Be part of discussion of the termly plans within year group and between teachers in the department to monitor standards of quality and progression

- Regular attend curriculum policy meetings

Formal Assessment will include:

- EYFS profile
- COPS Screening in Year 1
- PP2-PP3 half termly writing assessment
- PP2-PP3 termly NFER testing for reading comprehension and mathematics
- End of Key stage 1 reading test

Reporting to Parents:

- An open door policy to encourage regular parent discussion
- Welcome meeting for Parents
- Parents' evening at the end of Christmas term
- Parents' evening at the end of Spring term
- Written report at the end of Summer term

Equal Opportunities

Within the remit of equal opportunities it is important that equality and respect is promoted in all aspects of school life.

- Boys are made aware of their own worth and of the equal worth of others
- All the boys, regardless of race, religion, culture, social background or ability have equal access to the curriculum
- All pupils are treated fairly
- All teaching and Learning is delivered in line with The Equality Act 2010, with a specific focus on the 'protected characteristics'.