



Ashton House School

# **Curriculum Policy**

## **1.2**

<b>Policy Title:</b>	<b>Curriculum Policy</b>
<b>Version:</b>	1.2
<b>Policy Summary:</b>	<b>This policy sets out the Curriculum Policy for the school.</b>
<b>Policy Owner:</b>	Headteacher
<b>Relevant to:</b>	All staff
<b>Date introduced:</b>	December 2017
<b>Next review date:</b>	May 2023
<b>Related School Documents:</b>	<ul style="list-style-type: none"> <li>• Assessment Policy</li> <li>• SEND Policy</li> <li>• Marking Policy</li> <li>• Subject Policies</li> </ul>
<b>Date(s) modified/reviewed:</b>	<p>December 2018 – corrected omission of Computing</p> <p>February 2019 – comprehensively reviewed.</p> <p>May 2021 – PSHE reviewed to incorporate compulsory RSE. EYFS areas reviewed and maintained in line with new EYFS Framework.</p>

# AHS Curriculum Policy

## Introduction

At Ashton House School we see the curriculum as the total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards.

We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning and to develop a lifelong-passion for learning that will enable them to achieve their true potential.

## Time allocation

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. Our intentions are to ensure that every pupil has access to all areas of the timetable.

## Structure

Our pupils follow a common curriculum comprising:-

Key Stages 1 and 2	EYFS
English Maths Science Computing French Art / Design Technology Drama / Dance Religious Education Philosophy History Geography Music PSHE PE /Sports Latin (Year 6) Economics (Year 5)	Communication and Language Physical Development PSHE Literacy Maths Understanding the World Expressive Arts and Design

Children are taught in mixed ability groups. In all mixed ability classes there are children with different learning styles and ability to be able to work independently and as part of a team. It is the responsibility of the class teacher to plan learning to meet the needs of all children. This will involve: adapting tasks and resources, providing extension and/or challenge, using a variety of learning styles, target setting, providing different levels of support – in essence differentiating.

## **Special Educational Needs and Disability - SEND**

Our curriculum is inclusive. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. Extra support is provided by Teaching Assistants and if necessary we involve the appropriate external agencies. We monitor pupils on our learning support register and we identify areas and targets upon which to focus. Meetings are held to discuss these needs with parents.

Further details of this provision can be found in our Special Educational Needs and Disability (SEND) policy.

### **Expectations of Staff**

Staff are expected to actively promote the curriculum aims by:-

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements
- developing pupil's skills to become independent learners
- encouraging, reward and value achievement and effort, both formally and informally, through praise
- working in partnership with children, staff and parents to achieve shared goals
- keeping parents regularly and fully informed about the progress and achievements of their children through reports and parents evenings

### **The expectations of pupils**

We expect pupils to:

- have the highest expectations of themselves in all aspects of school life
- commit themselves to maintaining a positive work ethic and good behaviour
- meet the demands of quality homework and independent study
- revise effectively for tests and examinations
- work effectively by themselves, in paired or in group work in order to achieve the best that they can
- be responsive in lessons and activities including a commitment to answering questions orally
- seek assistance when necessary.

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Whilst SMSC is integral to all aspects of our curriculum, PSHE and Religious Education make a strong contribution. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others in society.

## **Personal, Social, Health, Economic Education (PSHE) and Citizenship including RSE.**

PSHE, which also encapsulates RSE (Relationships and Sex Education) is a fundamental part of the curriculum. Through well-structured lessons, circle times, a variety of assembly styles and good role models amongst staff and pupils, children are equipped with the skills and knowledge to stay safe and healthy, to make good relationships and to understand the expectations of behaviour towards each other throughout EYFS and KS1 and KS2. In Years 1 – 6 PSHE is delivered to all pupils through PSHE lessons taught by class teachers. There is one lesson of taught PSHE a week following the Kapow Scheme of Work. Elements of the programme may be supported through the bringing in of additional expertise such as outside speakers such as the Police or Community Nurse or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also dealt with across the curriculum (e.g. Social issues through the teaching of English and Philosophy; Health through Science and PE; Citizenship through History, PSHE & RE). There are also centrally organised sessions which supplement the delivery in class such as Anti-Bullying week and Safer Internet Day, Economics lessons (Year 5) and Relationship lessons.

### **Co-curricular**

A wide range of enrichment activities supplement the timetabled curriculum. Our pupils are encouraged to take part in a range of clubs of yoga, sports, drama, music, quiz. Themed days are held. These may include World Book Day, Language Workshops, Science Week, Anti-Bullying Week or Arts Week.

The curriculum is enhanced by a range of residential trips (e.g. France, PGL) as well as one day educational visits which are an integral part of the curriculum (e.g. Victorian Day, posting a letter and visits to museums). These visits help to develop independence, teamwork and responsibility in a different environment to that in school.

### **Other opportunities**

Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:

- School Council

- Head Boy and Head Girl
- House Captains
- Sport
- Fundraising Activities
- Educational Visits / Trips

### **The Role of the Subject Coordinator**

- To submit an annual evaluation of the subject – identify subject priorities for future development and report to the Senior Leadership Team (SLT).
- To act as a role model for the teaching of their subject.
- To support colleagues (offering guidance support and guidance where necessary) to enable quality teaching of their subject.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Reviewing Planning: meeting NC Programmes of Study where applicable
- Manage the subject budget effectively and ensure that the subject is appropriately resourced.
- To carry out informal monitoring during the year – displays, use of resources, photographs, pupils interviews

### **Monitoring and Review**

At Ashton House each subject has a subject leader. There is a marking policy especially for English and Maths.

The person with responsibility for the overview and evaluation of this policy is the Head teacher. However, all staff are responsible for ensuring this policy is implemented and acted upon.