

CURRICULUM POLICY

Date Reviewed: Summer 2024

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Reviewed by: AM

(To be read in conjunction with the school's teaching and learning and marking policies)

This policy applies to all pupils in the school, including in the EYFS.

1. POLICY STATEMENT

Cameron Vale School follows its own bespoke wide-ranging academic curriculum, tailored to the needs of its pupils. We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning.

This policy sets out a framework for staff, with guidance on curriculum sequencing, teaching, monitoring and assessment of skills and knowledge in all subjects. It has been developed through a process of consultation with school staff and governors. It is our aim to supply every child with the appropriate knowledge and skills to fully develop their academic potential, as well as developing their personal and social values in preparation for life in an ever-changing world. It offers a robust understanding of safeguarding through the comprehensive PSHCE, English and e-safety programmes. Progress looks different for every pupil, yet they are all encouraged to aim high, and we aim to provide them with a toolkit for success.

All pupils have a right to a broad, balanced, relevant, differentiated and inclusive education which provides continuity and progression, and takes individual differences into account. This is an integrated whole-school policy, EYFS – KS2.

- **BROAD:** full-time supervised education will be provided for all pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in a wide ranging linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. This will include personal, social and health education which reflects the school's aims and ethos. Pupils will acquire skills in speaking and listening, literacy and numeracy. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life will be given.
- **BALANCED:** so each area of the curriculum is allowed sufficient time for its contributions to be effective.
- **RELEVANT:** so all activities contribute to a general education preparing pupils for opportunities, responsibilities and experiences for adult life. Cross curriculum learning will be encouraged. All pupils will be adequately prepared for the opportunities, responsibilities and experiences of adult life.
- **DIFFERENTIATED:** subject matter will be appropriate for the ages and aptitudes of pupils, including those pupils with a statement who will receive an education which fulfils its requirement. This will include differentiating appropriately for pupils whose principal language of instruction is a language other than English.

- **INCLUSIVE:** All pupils will have the opportunity to learn and make progress. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement, IEP or EHC plan.

2. AIMS OF THE CURRICULUM

The curriculum at Cameron Vale School is planned to meet the requirements of the National Curriculum and the Preparatory School Curriculum leading to 11+ examinations. We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school.

Throughout the school we aim to:

- ensure that all pupils acquire speaking, listening and literacy skills and experience creative, linguistic, mathematical, scientific, technological, physical, social and spiritual education;
- facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically so that they may become independent, responsible, thinking, confident and considerate members of the community;
- challenge the individual academically and allows them to discover their own intellectual strength;
- create and maintain an exciting and stimulating learning environment;
- use technology effectively in supporting teaching and learning and gives pupils opportunities to present work in personalised ways;
- develop a 'love of learning' and pupils' learning sustainability;
- ensure that each pupil's education has continuity and progression and that his educational needs are catered for;
- provide a broad and balanced curriculum;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- encourages respect for others, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, race, religion, etc).

We aim that all pupils should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be able to access the school curriculum;
- develop self-regulation, executive functioning skills and learn independence;
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing;
- develop an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- develop basic Computing skills and use them in cross-curricular situations;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and working to acquire appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and national heritage, and be aware of other times and places;
- develop cultural and language awareness through their study of modern foreign languages;
- learn about ancient civilisations and acquire linguistic skills through their study of Humanities;
- have some knowledge and beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values: honesty, sincerity and personal responsibility, on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;

- care for and take pride in their school;
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.

3. CURRICULUM

Early Years Foundation Stage (Age 2 – 5 years)

Nursery Class (2 – 4 years) Reception Class (4-5 years)

Pupils in the Foundation Stage follow the curriculum revised EYFS Framework statutory from Sept 2023. This reflects the areas of learning identified in the Early Learning Goals.

Prime Areas

- Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Communication and Language (C&L) development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development (PD) involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Specific Areas

- Literacy (L) development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics (M) involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the World (U t W) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design (EA&D) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All children in the Foundation Stage attend weekly Forest School sessions led by a Level 3 Forest School practitioner. In addition, children in Reception are also taught Swimming, PE, French, ICT and Music by subject specialists.

4. KEY STAGES

Cornerstones is used as a knowledge rich framework which dictates our topics. These topics stem from History and Geography and form a series of multi-dimensional interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly sophisticated information and ideas.

The KS1 curriculum is followed with specialist teaching in Swimming, PE, music and French in Years 1 and 2. From Year 4, pupils are increasingly taught by specialist teachers with maths and English taught by subject

specialists. Pupils are given more opportunities to access a broad curriculum with exposure to the following subjects:

- **Academic** - English, Mathematics, Science, Verbal Reasoning and Non-Verbal Reasoning, STEAM
- **Linguistic** - French, Spanish, Mandarin
- **Human and Social** - History, Geography, Religious Education
- **Aesthetic and creative education** - Art, Music, Dance, Drama
- **Life Skills** - Personal, social, health education (PSHE)
- **Physical** - Physical Education, Swimming, Individual and Team Sports, Extra-Curricular clubs
- **Technological** - Computing, Coding, Computational Thinking, Information Technology, digital literacy and Design and technology.

As a school we aim to offer a broad balance of events and workshops to further enhance pupil's learning. Examples such as Visiting Theatres, The Young Writers competition in English, National Maths Challenge, visiting workshops for maths and a broad range of educational visits to support all aspects of the curriculum. Our school website showcases these events and allows each activity to be celebrated by pupils, staff and the wider community.

5. EQUAL OPPORTUNITIES

The curriculum at Cameron Vale School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for more able pupils to ensure the needs of all learners are met.

6. SAFEGUARDING

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer.

Additionally, Our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Health Education is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020 (and implemented from summer 2021). The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Further details can be found in the Relationships and Health Education Policy. Relationship and Health Education is a mandatory part of the school curriculum from September 2020 (delayed until Summer 2021) and the school has consulted with parents during the devising of its curriculum in these areas ensuring that

this programme complements but does not duplicate content covered in other subjects in the curriculum (e.g., citizenship, science, computing and PE).

7. PUPIL PROGRESS AND ASSESSMENT

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress, they may be referred to the school's Enrichment Lead (SENCo) for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from the Learning Support Assistant and/or an outside resource, the cost for these services will be the responsibility of the parent.

Standardised testing is carried out each year and enables benchmarking of pupils' attainment and progress against national standards. For further detail on assessment, please refer to the Assessment Policy.

8. DATA COLLECTION

The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence-based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Cameron Vale School we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by the Head of Teaching and Learning and subject leaders.

9. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments. All classrooms have EAL provision which is consistent throughout the school.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from the EYFS through to Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

10. BRITISH VALUES AND SMSC

For further details and reference to how the school promotes and delivers British Values within the curriculum, please refer to the latest SMSC British Values document.

11. CAREERS INFORMATION PROVISION

Throughout the academic year visiting speakers are invited into school to discuss their careers. This can offer through a topic-based theme such as 'People who help us' or as part of our community links such as

magistrates or the local fire services. Staff liaise closely with parents and/or visiting speakers to create a clear model of appropriate coverage that will allow pupils to develop career awareness.

12. FURTHER INFORMATION

Further detailed information on the subjects taught in each year group can be found in the Parents' Handbook, which is available within the school's Parent Portal.