



# Curriculum Policy

## To include The Chelsea Nursery (EYFS)

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Reviewed by: BA

### Introduction

The curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum for English and Maths, but also the range of co-curricular activities that the school organises to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach, through The Cameron Vale Values, how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

This policy applies to The Chelsea Nursery and Cameron Vale School (see the EYFS policy for specific reference to the Early Years Foundation Stage ('EYFS')).

### Values

Our school curriculum is underpinned by the values that we consider to be important at our school. The curriculum is how the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

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

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.



- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We follow The Cameron School Values, which are set out to help children achieve their full potential in all areas of education and life.

## **Aims and objectives**

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability.
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- to teach children the basic skills of English, Maths, Science and Information Technology.
- to enable children to be creative and to develop their own thinking, being critical.
- to teach children about their developing world, including how their environment and society have changed over time.
- to help children understand Britain's cultural heritage.
- to enable children to be positive citizens in society.
- to fulfil all the requirements of the National Curriculum for Maths and English as well as develop the skills in foundation subjects as set out in the National Curriculum.
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

## **Organisation and planning**

The Assistant Headteacher together with the Subject Leaders and class teachers are responsible for a curriculum matrix where the years' themes are set out. This indicates what the class teachers are to base their learning upon, and to which groups of children. We review our curriculum matrix on an annual basis. A termly information is communicated to parents through subject summaries and welcome back letters at the start of each term and published on the Parent Portal. The curriculum is also discussed in welcome meetings, parent consultations, the termly letter and our weekly newsletter.



Cameron Vale School has developed its own English long term planning using the spiral model. This assures all year groups cover the necessary skills each year. This works alongside a Grammar ladder that works on a National Curriculum +1 model to facilitate the schools 11+ exit point.

Maths long term plans are taken from the White Rose Framework and adapted for the cohorts and individual children's abilities and skills with relevant fluency, problem solving and challenge activities added.

We also have Medium Term plans whereby class teachers work to record the learning objectives, success criteria and vocabulary needed for each subject. Each class teacher maintains a class folder which contains their medium terms plans, seating plans and information on the children.

Across the school we adopt a cross-curricular approach to our teaching and learning to help develop the children's depth and breadth of knowledge as set out in the National Curriculum. As a teaching staff, each year group chooses one theme per term. The learning objectives in many of the core and foundation subjects will be achieved by the pupils through work linked to the topic.

### **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents of the child.

Our school does all it can to meet the individual needs of our children. We comply with the requirements set out in the SEND Code of practice 2015 in providing for children with special needs. See The Cameron Vale School and Chelsea Nursery Special Educational Needs and Disability Policies for more details.

### **The Early Years Foundation Stage**

The curriculum that we teach in The Chelsea Nursery and Cameron Vale school's Reception classes meet the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Our curriculum planning focuses on the learning and development requirements across the seven areas of learning covered by the early learning goals as set out in the Framework, and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We also encourage links with the wider community.

### **Personal, Social, Health and Economics Education and Relationships and Sex Education**

Relationships and Sex Education - As a school we are required to cover the content for the Relationships and Health Education, as set out in the statutory guidance. The topics and the way in which these topics are taught to children of different ages are set out in the Relationships and Sex Education (RSE) and PSHE policy



PSHE sessions are based on the ideas of citizenship and social responsibility, using some aspects of the National PSHE Association scheme throughout the school. Our teaching reflects and is adapted to the needs of the children/class. Children also work on the Cameron Vale Values of Courage, Curiosity, Critical thinking, Creative, and Collaboration through teaching, learning, class time and weekly Friday assemblies.

### **The role of the Subject Leader**

The role of the Subject Leader includes:

- Providing a strategic lead and direction for the subject.
- Supporting the Assistant Head to monitor the teaching and learning to make sure all needs of the children area met.
- Carrying out work scrutiny and learning walks to make sure all teaching is adaptive and meets the needs of all children including those with SEND and EAL.
- Periodically Reviewing progress data to impact pupil progress over time and work alongside teaching staff to show effectiveness of adaptations.

### **Monitoring and review**

The Deputy Headteacher reviews the medium-term planning in all subjects alongside Subject Leaders. Medium Term Planning is written by the Class Teachers and kept in the Year Group Folders on our systems.

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