



Curriculum Policy

Author: Senior Leadership Team **Date Written:** June 2012

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Aims and Objectives

At Blanche Nevile School, we believe that all pupils are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities to develop socially, emotionally, intellectually, physically, spiritually, morally and culturally.

Our Curriculum:

- Provides a broad and balanced entitlement to all pupils
- Provides equal opportunities for all pupils regardless of gender, aptitude, cultural, ethnic or religion
- Prepares pupils for further study, the world of work and to become active citizens
- Enables pupils to develop positive personal and social values
- Provides a variety of activities which bring about effective learning, appropriate challenge and leads to achievement for all pupils
- Provides continuity and progression across all year groups
- Raises standards in both teaching and learning
- Increase pupils' motivation, enthusiasm and engagement for learning by contextualizing learning and making it meaningful
- Develop pupils' confidence and independence
- Establishes strong cross curricular links
- Creates and maintains an exciting and stimulating learning environment
- Provides opportunities to apply knowledge and learning in practical and problem solving tasks
- Provide opportunities for learning and teaching to take place beyond the classroom
- Provides an understanding of British Values and life in modern Britain. (See Appendix 1)

Monitoring, Evaluation and Review

The Senior Leadership team and subject leaders are responsible for monitoring and reviewing.

This is highlighted in the Monitoring, Evaluation and Review Schedule that runs throughout the school year.

This schedule includes: regular lesson observations and feedback; learning walks; scrutiny of books; moderation and peer reviews.

The Primary Curriculum: the Creative Curriculum

At Blanche Nevile Primary, we follow the Highgate Primary Curriculum (our partner school). This is a Topic based Curriculum and is organised into the integrated topics areas below:

| Area | Subjects |
|-------------|--|
| Innovation | Science, Design Technology |
| Wellbeing | PSHE, SEAL, PE |
| The Arts | Art & Design, Music and Drama |
| Humanities | History, Geography, RE and Citizenship |

Literacy, Numeracy, British Sign Language, RE, PE and Swimming are taught as discrete subjects. ICT is taught as a subject in its own right and integrated throughout.

Teaching and Learning Styles at Primary

Most lessons start with whole class teaching and discussion. This is followed by a period of learning, where pupils work independently, in pairs or as groups. A plenary will review or extend learning.

Pupils' abilities and preferred learning styles are planned for by:

- Setting tasks of increasing difficulty and providing additional support and resources
- Using visual stimuli and artifacts to promote interest
- Providing practical opportunities for kinesthetic learners
- Using support staff to support individual pupils or groups of pupils
- Using trips and visits to further understanding and link learning to real life
- Using group work to allow collaboration and develop thinking skills

Creative Curriculum Planning

In Nursery and Reception, we follow the Early Years Foundation Stage Curriculum (see EYFS policy).

Pupils in Key Stages 1 & 2 follow the National Curriculum Programmes of Study (PoS)

There are 3 parts to our planning.

1. Long term: this is an annual planner showing what themes will be taught and when
2. Medium term: this breaks down themes into half termly and weekly planners and includes 'In' and 'Out' Days. These are whole days dedicated to introducing / concluding a topic.
3. Short term planning: These are individual lesson plans detailing teacher input and meaningful activities for the pupils.

Pupils' work is recorded in a Topic Book that is subject to the Literacy presentation and marking policy.

Homework

Homework is set regularly to consolidate and extend classroom learning. It also provides opportunities for families to become involved in pupils' learning (see Homework Policy).

Inclusion

Inclusion lessons with mainstream peers take place mostly through topic work, music, PE and swimming. These lessons are planned jointly by Blanche Nevile and Highgate Primary School teachers. More able pupils attend mainstream Maths and Literacy lessons and are accompanied by a Communication Support Worker.

The Secondary Curriculum: Learning for All

The National Curriculum is the starting point and is delivered through discrete subject teaching. In addition, pupils are prepared for the next stage in their education, employment or training by our broader curriculum outlined below by year group.

Years 7/8/9 Core Aspect of Learning

| | |
|---|---------------------------------|
| Art, Graphics, Textiles, Sketch Up, English, Music, Religious Education, Physical Education | Aesthetic, creative, expressive |
| Graphics, Textiles, Sketch Up, Geography, Computing, Mathematics, Science | Science mathematical, spatial |
| Art, Drama, Physical Education | Physical, recreational |
| Graphics, Textiles, Sketch Up, Geography, Computing, Science, Maths | Science, technological |
| Personal Social Development, English, Geography, History, Science, Religious Education | Social, environmental, literacy |
| British Sign Language, Home Cooking and where appropriate Life Skills | |

Years 10/11 Curriculum Pathways

| Compulsory Subjects | | Options | |
|---|--|-----------------------|-------------------------|
| English | Functional Skills + Unit Award | Art & Design | GCSE + Unit Award |
| Maths | GCSE or Functional skills + Unit Award | Graphic Communication | GCSE + Unit Award |
| Science | Entry Level Certificate + Unit Award | Humanities | Entry Level Certificate |
| Computing | Functional Skills | Home Cooking | GCSE or Unit Award |
| BSL | Level 2 | Textile Design | GCSE + Unit Award |
| PE | No Exam – Short Course | RE | GCSE |
| PSD | No Exam | Drama | GCSE + Unit Award |
| British Sign Language, Home Cooking and where appropriate Life Skills | | | |

Curriculum Time

The taught school week comprises 25 one-hour periods. Teaching time per subject reflects the importance of key skills and competencies in English and Maths and the need to maintain a broad and balanced curriculum.

Schemes of Work (SoW)

Subject leaders are responsible for devising SoW based on the National Curriculum Programmes of Study and accredited syllabuses. These break down learning into carefully sequenced lessons.

Teaching and Learning

Pupils are encouraged to take increasing responsibility for their own learning and to be actively involved in the learning process. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role-play, the use of ICT and video and visits outside the classroom.

Homework

Regular and appropriate homework set according to the published schedule is an integral part of pupils’ curricular entitlement. Homework enables pupils to consolidate and extend work covered in lessons, to carry out private study and research and to develop good study habits.

Responsibilities

Overall responsibility for the curriculum at Blanche Nevile School rests with the Headteacher and Governing Body in consultation with the Teaching and Learning Committee. The Governing Body’s further curriculum responsibilities are:

- To work with the Headteacher in ensuring the National Curriculum and its assessment procedures are carried out
- To agree a relationships and sex education policy for the school
- To ensure Religious Education is provided
- To hear any complaints from parents concerning the curriculum

| | |
|----------------------------------|---|
| Headteacher | The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff. |
| Leadership Team | The Deputy Headteacher, Primary Assistant Headteacher and Secondary Senior Teacher share responsibility for the day-to-day organisation of the curriculum and lead the monitoring of teaching and learning. |
| Class Teachers / Subject Leaders | Subject leaders and class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression across each key stage. |
| Governing Body | The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher’s reports. |

Relationship to Other Policies

The school policy on the curriculum embraces policies and procedures for Admissions, Assessment, Careers, Charging, Collective Worship, Equal Opportunities, Health and Safety, Homework, Performance Management, Equality, School Visits, Special Educational Needs and Disabilities, Relationships and Sex Education, Behaviour Policy; BSL and Teaching and Learning.

Appendix 1 - Understanding Life in Modern Britain

- The understanding and knowledge expected of pupils as a result of schools promoting fundamental British values
- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

