



www.dallingtonschool.co.uk

	Name	Date
Name of Policy	CURRICULUM POLICY (Draft)	02/12/2021
Prepared by	MB	
Checked and Reviewed by		
Ratified by Board of Governors		
Next School Review		July 2022



Dallington School Limited 8 Dallington Street London EC1V 0BW Tel. 020 7251 2284 Headteacher: Maria Blake

Proprietor: Abigail Hercules Company number: 03649660 (England and Wales) Registered Office: 5 Underwood Street London N1 7LY

CURRICULUM POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS). It will be upheld and promoted by all staff working in the school.

This policy refers to the most recent versions of the Independent Schools Standards Regulations and is supported by appropriate plans and schemes of work and other school policies.

This policy is made available to parents and staff in written format and a copy can be located on the school's website.

AIMS & OBJECTIVES

We believe that our unique and ambitious curriculum will meet the needs of all our children, throughout their learning journey at Dallington and will prepare them for future success. Our children have a right to be considered in the planning process, to exercise choice within the broad framework of opportunities on offer and within the activities associated with a lesson, programme or experience. We recognise that children may transition from Dallington to both independent and state secondary schools and our curriculum prepares them for success in both pathways. The school ensures that the National Curriculum forms the framework of our teaching, which we then develop and enhance to ensure that all learning is both rigorous and ambitious, taking full advantage of the learning opportunities presented by our central London location. The school aims to offer children a broad and balanced curriculum to enable them to reach their full potential and to prepare them for future success as global citizens. The school's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act 2010. Pupils are taught respect and tolerance throughout daily school life and in every lesson and activity in which they take part. In lesson and topic planning, teachers will identify and embed opportunities to actively promote fundamental values of decency, tolerance and inclusion; develop pupils' understanding of how people make decisions in the democratic process; an understanding of the rule of law and how this protects people and an understanding of how public bodies work, including the judiciary, Parliament and other British institutions.

Pupils' resilience will be developed by helping them to understand how to stay safe, resist pressure and manage the risk associated with radicalisation. Teachers will also identify opportunities to help pupils learn about the importance of individual freedom of expression and how this is protected in law and the negative aspects of discrimination and prejudice. Teachers will record which of the aspects of these values are taught in their planning, as evidence of implementation.

MONITORING AND REVIEW

- ❖ This policy will be subject to continuous monitoring and development by the Headteacher and Senior Leadership Team.
- ❖ It is intended that the review and development of the curriculum will ensure rigorous, ambitious, passionate and inspirational teaching.
- ❖ The process of review plays a key role in the continuing professional development of the teaching staff at the school.
- ❖ The Headteacher, SLT and Subject Leaders monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate and effective teaching strategies are used.
- ❖ Subject Leaders, with the support of SLT, have responsibility for monitoring the way in which resources are stored and managed.

- ❖ Phase and Subject Leaders are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the national curriculum and that all lessons have appropriate learning intentions and address the needs of all pupils.
- ❖ The Headteacher undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

CONTENTS

- ❖ Curriculum
- ❖ Personal, Social & Health Education (PSHE)
- ❖ Student Voice
- ❖ The Early Years Foundation Stage
- ❖ English as an Additional Language (EAL)
- ❖ Special Educational Needs and Learning Disabilities
- ❖ Planning for Breadth and Balance
- ❖ Planning for Continuous, Coherent and Progressive Learning
- ❖ Transition to Secondary School
- ❖ Summary

CURRICULUM

All children are entitled to experience a curriculum, which offers breadth of experience and balance of opportunities for learning, which is rooted in and builds upon what has already been learned. As well as breadth and balance, the curriculum must embody sufficient flexibility to meet the varying ages, needs, abilities, learning preferences and aspirations of all children, including children with an Education, Health and Care Plan. It must also provide increasing diversity of challenge for the children and the possibility of progression, across the Key Stages, to maximise each child's potential. We are committed to drawing upon the expertise and experience of our staff team, the unique skills within our school community and the vast opportunities presented by our central London location, in order to provide appropriate, effective and inspirational learning opportunities for all our children. The development of technological fluency will be fundamental as we recognise our children as digital natives. We are committed to ensuring equality of access to an appropriate range, choice and quality of curricular experiences, providing support and differentiation to children with a wide range of attainment, aptitudes and interests.

Our curriculum ensures that our children will develop the widest range of skills, most fundamentally those of Reading, Writing, Speaking & Listening and Numeracy.

In accordance with regulatory requirements the school's curriculum provides for full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and performing arts education.

All children have a class teacher, supported by a Teaching Assistant. In lessons, they follow an extensive timetable, availing of specialist teaching in Sport, Swimming, Performing Arts and French. They follow a programme of activities which is appropriate to their needs and which allows them the opportunity to learn and make progress during their time at school.

ENGLISH

An ambitious English curriculum is designed to develop children's communication skills and increase their command of language through Reading, Writing, Speaking & Listening.

MATHS

Children are taught to recognise and manipulate numbers, to perform calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Maths is developed in a variety of ways, including practical activities, exploration and discussion and written application of skills and concepts.

SCIENCE

Children's knowledge and understanding of Science & Nature is fed and nurtured throughout, from EYFS onwards. The skills associated with Science as a process of enquiry are developed. Children develop their skills in observing, forming hypotheses, designing and conducting investigations and recording their findings – all in an age appropriate way.

COMPUTING

The school meets Department for Education (DfE) expectations of Computing through the use of information and communication technology; while developing, planning and communicating ideas.

HUMANITIES

Our topic driven curriculum ensures that children explore the study of people, our world and our environment and how human actions, both in the present and in the past, have influenced society, events and geographical conditions. The design of the curriculum encourages children to develop an awareness of the interconnectedness of our world, across time and geography – allowing them to reflect on prior learning and to integrate new knowledge, developing a rich and nuanced understanding of the world. Religious Education and Spiritual, Moral, Social and Cultural Development objectives are embedded in this curriculum.

PHYSICAL EDUCATION & SPORT

The curriculum develops children's physical skills and fluency – including control and co-ordination - as well as their tactical skills, teamwork, leadership and imaginative responses. It supports them to evaluate and improve their performance, as they are challenged to measure progress against their own 'personal best'. It also encourages them to acquire knowledge and understanding of the basic principles of fitness and health. It aims to promote a lifelong engagement with and enjoyment of physical exercise and sporting pursuits of all kinds.

ART & DESIGN

This curriculum is taught in a cross curricular way. It develops the children's creative and aesthetic responses to the visual and tactile qualities of the natural and constructed world. Children explore both creation and evaluation, as well as the history of Art & Design.

RELIGIOUS EDUCATION

Children's knowledge and understanding of major world faiths and traditions is developed and nurtured from Nursery onwards. We have established a Year of Celebrations programme, which allows the children to explore religious festivals as they are celebrated around the world and, in so doing, gain a depth of understanding of faith, beliefs and intercultural connections.

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

RELATIONSHIPS & SEX EDUCATION (RSE)

These policies aim to develop the children's sense of identity, as informed, empowered and reflective individuals. In so doing, the children are prepared to take their place as resilient, responsible and respectful members of a global society. We provide them with the skills to express themselves with confidence and clarity, and to understand advocacy and activism. PSHE/RSE is delivered as a standalone subject. The programme reflects the school's aims, ethos and values and encourages respect for other people and pays particular attention to the protected characteristics set out in the Equality Act 2010. Pupils are taught respect in every sense of the word. It is our goal for the children to have a high regard for and an understanding of the importance of tolerance and effective conflict resolution. They are encouraged to be emotionally articulate.

STUDENT VOICE

Dallington is proud to have an active School Council, comprised of representatives from all classes in Key Stages 1 and 2. Children have the opportunity to vote for these representatives each year. At the inaugural meeting of the new school year, the Council elects a Chairperson. All children are encouraged to put forward ideas for discussion to the School Council, during class meetings, as a way to practice contributing to a democratic process. The School Council leads the school community in engaging with community events and fundraising for local, national or international charities throughout the year.

THE EARLY YEARS FOUNDATION STAGE

We recognise that outstanding provision in the Early Years is absolutely fundamental to every child's development, laying the groundwork for future learning, positive attitudes and personal success. The curriculum that is taught in EYFS meets the requirements set out in the Early Years Foundation Stage Statutory Framework 2021. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences and activities are planned which are appropriate to the child's educational needs. The curriculum is absolutely child-centred; focused upon the development of the individual child's personal, social, emotional and physical development and communication and language skills as well as their aesthetic, moral and cognitive abilities. Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, child-initiated and adult-led activities. Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and the outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is available to stimulate interest and to nurture and celebrate curiosity. We avail of learning environments both indoors and outdoors that encourage a positive attitude to discovery and learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

The children are given opportunities to enjoy activities, from within the EYFS curriculum, which address all seven areas of learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

One activity can develop skills and competencies across several areas of learning and address many learning outcomes. Children in EYFS are allocated a Key Worker and the ratio for adult supervision is in accordance with the regulations for the EYFS. The school uses Early Essence to monitor and record the child's progress. We ensure that parents are updated with their child's progress through the use of both Essence and the EYFS Google Classroom, as well as regular formal and informal meetings.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We are fully committed to ensuring that children who have English as an additional language are supported in gaining fluency and accessing our full curriculum. When appropriate, we avail of the Bell Foundation resources and support, in order to create a bespoke programme for individual learners.

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

Dallington is an inclusive school. Recognising every child as an individual is fundamental to us, and we welcome pupils with special educational needs, provided that we can meet their needs and ensure they have the support that they require.

PLANNING FOR BREADTH AND BALANCE Breadth is achieved by ensuring that all children experience a curriculum which contributes to their development of skills, knowledge and understanding, and attitudes. Balance is achieved within each phase of education by providing significant experience of activities and methodologies that develop key skills, knowledge and understanding, and attitudes. Coherence is achieved by planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as a rich tapestry, ensuring a diversity of progress and achievement. Relevance is achieved by taking into account the previous learning of the children and their readiness for new experience. Differentiation is achieved by matching teaching, assessment and tasks to the children's ages, abilities and aptitudes. Differentiation requires an appreciation of different learning preferences, as well as variation in teaching approaches, classroom organisation and individual support as appropriate to pupils. Progression is achieved by providing continuity within the curriculum from EYFS to Year 6. In addition, coherence is achieved when consistent and complementary approaches to learning and teaching are deployed; when children are aware of how different parts of their learning complement and support each other; acquired skills and knowledge can be applied across a wide range of contexts and situations. Continuity and Progression are achieved when all learning takes account of previous experience, achievement and attainment; when children are provided with challenging but attainable tasks; when children have the opportunity to follow a programme of study at an appropriate level using materials, resources and methodology appropriate to levels of maturity.

TRANSITION TO SECONDARY SCHOOL

We support all our Year 6 children in their transition to secondary school, through parent meetings, exam preparation (where appropriate) and by offering individualised guidance based on our knowledge of and insight into the range of school options available to them. For children with SEN,

we provide appropriate support that reflects the specific needs of the child, including close liaison with their selected school.

SUMMARY

Our rich and ambitious curriculum covers all activities, programmes and experiences organised to promote learning, personal growth and development. They include not only the formal requirements of the curriculum, but also the range of extra-curricular activities that are offered in order to enrich the experience of the children. They also include the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave. These opportunities are available in a wide range of learning environments in our school, both formal and informal. The opportunities provided take account of the range of skills, knowledge and understanding, dispositions and values required for a personally rewarding life, productive future employment and effective global citizenship. This is essential in our interconnected and multicultural global society. The planning of the curriculum will also recognise the changing needs of society and the interests of the children.

This policy provides a framework that translates the values and aims of the school into effective teaching and learning. The policy covers both the national curriculum, which provides the legal foundation and secures an entitlement for all pupils, full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and physical, and aesthetic, creative and religious education and all that is learned in school, formally and informally, and within and beyond the school day through our own plans and schemes of work.

Thus, the curriculum will ensure that all our children develop

- ❖ A lifelong love of learning
- ❖ The ability to think effectively, logically and laterally
- ❖ The ability to articulate themselves with confidence across a range of contexts and situations
- ❖ A willingness to take responsibility for their own learning and academic performance. We have high academic expectations of all of our children and the pace of work is sustained and challenging. We expect our children to work hard and to take their learning seriously

In addition,

- ❖ The curriculum will cater for the needs of individual children from all ethnic and social groups, providing subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan (EHCP), the most able and those who are experiencing any learning difficulties.
- ❖ Where a pupil has an EHC Plan, the education offered will enable the fulfillment of its requirements. • Ensure that all pupils have the opportunity to learn and make progress. • Ensure that there is a match between the child and the tasks s/he is asked to perform. Pupils above compulsory school age are offered a programme of activities which is appropriate to their needs.