



Ackworth School

Curriculum Policy – Coram House

Introduction

At Coram House we define our curriculum as all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes not only the formal requirements of our curriculum but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the “hidden curriculum” which is what the children learn from the way they are treated and expected to behave.

Our curriculum aims to provide an opportunity for development of the “whole” child – giving children experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We provide all pupils with the opportunities to develop academic and life skills, responsibilities and resilience ready for the next phase of their education.

We aim to develop the skills of critical thinking and we encourage children to take ownership of their learning thus becoming successful life-long learners who contribute to society.

Our Vision – Our Aims

Ackworth School’s purpose is to create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others.

Coram House aims for its pupils to become adept and self-motivated learners. We aim to promote learning, citizenship and self-confidence through the following:

- Providing a curriculum that supports Ackworth School’s aims. These are displayed in the entrance to Coram House.
- Through the curriculum that the children experience, we aim to teach them how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and positive attitude to learning.
- We aim to deliver a curriculum which is dynamic, fun and meaningful taught in a safe, secure and stimulating learning environment where all involved have high standards and expectations.
- We are passionate about developing skills which will enable all our pupils to be resilient, respectful, self-confident, independent learners and successful citizens of the future with an understanding of British and Quaker values which we refer to as ‘Our Values’.



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- We seek to provide a broad, balanced, creative and differentiated curriculum and offer a wide range of exciting and challenging activities and experiences to all our pupils irrespective of ability, background, ethnic origin or gender.

At Coram House we have the luxury of being able to design our own curriculum. We are currently embedding a progression of skills in all subjects from Nursery to Y6. We use the best parts of The National Curriculum (eg Mathematics) alongside our own bespoke curriculum. We use schemes of international renown that suit the needs of the children we educate. An example of such a scheme is Ros Wilson's 'Big Writing'.

Quaker Values

Simplicity, Truth, Equality, Peace, Sustainability.

Quaker Values and experiences are actively taught through all subjects and are embedded within our school life.

Our Values are taught in Assemblies and referred to in each weekly Meeting for Worship. Prep children are encouraged to minister when they feel moved to do so. Thoughts from Faith and Practice and Advice and Queries regularly form part of our communication with parents and children.

Our strength and purpose as a community working collaboratively is expressed in our whole school motto *Non sibi sed omnibus* ('Not for oneself but for all'). The annual Quaker Peace Week forms part of our worship and reflection time.

Spiritual, Moral, Social and Cultural Development

Our children are taught to demonstrate kindness and care for others and to value diversity. They will learn the importance of resolving conflicts without violence. Children are offered opportunities for service to work for the good in society, and for 'letting their lives speak'. They are encouraged to engage actively with the life of the school, the local community, and the wider world. For example, School Council, School Officers, celebrations such as Harvest Festival and visiting Shed Court.

We help our children develop spiritual and physical well-being, and a proper understanding of themselves, and their place in the world. Children learn that their intelligence can be increased with the right mindset and effort. They learn to be open to the ideas of others, and to be discriminating critical thinkers.



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Behavioural Expectations

Please refer to our Behaviour, Sanctions and Rewards Policy which incorporates Coram House Behaviour Policy, Coram House EYFS behaviour Policy, Playground expectations and Behaviour Steps in the Classroom/Extra Curricular Clubs and Behaviour Steps in the Playground.

Our Curriculum

At Coram House, we have invested a great deal of time and energy to design a curriculum that is unique to our setting. We therefore have our bespoke curriculum that builds on the best parts of the National Curriculum. We ensure a balance of curriculum provision by allocating planned amounts of time to Forest School, Sport, Drama, PSHE, SRE (Sex and Relationship Education) and Music. We are constantly developing this provision. We aim to tailor our curriculum towards the needs and interests of our pupils and their cohort. Each subject has its own scheme of work which is reviewed bi-annually and evaluated and revised by its subject co-ordinator. We regularly monitor and evaluate the effectiveness of our curriculum by book scrutiny, learning walks and moderation. This is closely monitored by our Head of Teaching and Learning (see Timetable for Quality Assurance and Assessment).

Early Years Foundation Stage (The EYFS Statutory Framework Sept 2014)

Our EYFS curriculum reflects the areas of learning identified within the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in the Early Years setting. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the EYFS. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.



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Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

In addition to the above, the children are introduced to the British Values of 'Democracy' 'Individual Liberty' 'The Rule of Law' and 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring – children will have opportunities to investigate and experience things, and 'have a go'.

Active learning – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Creating and thinking critically – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragements, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning

The Early Learning Goals provide the basis for planning throughout the EYFS. The planning objectives within the EYFS are from the Development Matters Statements from the EYFS document. Our short-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals. The medium-term planning is based upon a variety of specific themes each half term.

Curriculum Policy Coram House v1.4/Sally Slater/November 2017

Review Date: November 2018



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Observations

EYFS staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys. These help towards the end of year assessments.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The EYFS Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the EYFS, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the EYFS.

We record each child's level of development against the 17 Early Learning Goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the EYFS Profile is a statutory requirement.

The teacher keeps progress records and learning journeys, and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at each parental consultation meeting. However, these journeys can be accessed at anytime throughout the year.

Tracking is updated on Otrack at the end of each term. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age bands.

At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. We also share this information at parental consultation meetings and in the end of year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details



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of the child's general progress. We complete these in June, and send them to parents in early July each year.

The Learning Environment – The EYFS classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, quiet, creative, etc.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. We are also a Forest School (see Forest School policy). Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Year 1 and Year 2 (Pre-Prep)

Pupils study the following subjects taught by the class teacher and specialist teachers where appropriate:

Literacy, Numeracy, Science, Geography, History, RE, PSHE, Music, PE, Games, Computing, Art, DT, Forest Schools, Swimming and Languages.

While it is essential that the transition from informal to formal lesson structures is gradual and non-threatening, it is expected that pupils will move progressively through this phase into more formal lesson structures.

Year 3, 4 and 5 (Prep)

Pupils study the following subjects taught by a range of teachers including specialist teachers where appropriate:

Literacy, Numeracy, Science, Geography, History, RE, PSHE, Music, PE, Games, Swimming, Computing, Art and DT, Drama and Forest Schools. In addition to PE, pupils are able to represent the school at an appropriate age level, in seasonal sports and music competitions.

Year 6

Pupils study the following subjects:

Literacy, Numeracy, Science, Spanish and French, Geography, History, RE, PSHE, SRE, Music, PE, Games, Drama, Swimming, Computing, Art and DT, Food Technology and Forest Schools.



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The children are taught by a range of teachers including specialist teachers. DT, Languages, Food Technology and PE are taught on some occasions by Senior School Staff.

Languages are taught from Nursery up to Year 6 and we offer French, Japanese, Spanish and Latin.

PSHE

PSHE is taught as a discrete lesson and follows a scheme of work (see Shared Area). It helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active and responsible citizens whilst promoting British Values. SRE is taught in Year 6 as a discrete subject.

Assessment

We use Class Track which is a system used to summatively assess children in all areas of the curriculum. As it is a daily assessment tool, it will allow us to continuously adapt teaching in order to meet the needs of every child. However, it also feeds into formative assessments and works with our 'Best Fit' style of assessment so that children's grades are not just reflecting how they performed in a test, but also how they have achieved within individual areas.

We consider accurate and focused assessment to be vital towards achieving high levels of expectation for all our children (please refer to our Assessment Recording and Reporting Policy). We suitably differentiate our curriculum according to pupils' diverse needs (please refer to our Inclusion Policy).

Extra-Curricular Activities

There are a variety of broad and balanced extra-curricular activities for the children to participate in. Reception to Year 6 have this opportunity.

We offer activities such as Chess, Lego, Yoga and Cross Country. These activities are changed termly.

Each term, children, along with their parents, complete a form to choose the activities they would like to do. We expect the children to make a commitment to their chosen activity for the term unless there are exceptional circumstances. The activities are displayed on the notice-board in the school foyer. Activities may include sporting, educational or relaxation clubs.



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Physical Activity

We attach great importance to developing in our children enjoyment, confidence and skill in physical activity and introduce them to diverse sports to help develop active children who benefit from a healthy lifestyle. We aim for children to get an average of 3 hours of physical activity each week through their PE lessons and in addition they visit Forest School for half a term each year.

Enhancing and Enriching the Curriculum

We enhance and enrich the curriculum through a variety of activities including educational and residential visits, school performances, visitors to school, afterschool clubs and links with other schools including our Senior School. The School Council help to support charities and raise awareness of issues such as bullying and Quakerism.

Home School Links

Parents are involved and informed about the curriculum through Parent Forums, weekly newsletters, curriculum evenings, parent workshops and Parent Portal. They are vital to enriching the experiences and learning of our children.