

Curriculum Policy

Introduction

Berkhampstead curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. It includes not only the explicit requirements of the taught, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

Aims

The aims of our school curriculum are:

- To provide a thorough and broad education which engages, excites and challenges our pupils
- To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils
- To provide a planned and monitored curriculum which ensures that learning is continuous and that the children make good progress
- To prepare the pupils for their next schools and for adult life
- To ensure that the children have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning
- To enable pupils to be positive citizens
- To fulfil the requirements of the Early Years Foundation Stage (EYFS). To incorporate the National Curriculum where appropriate, to prepare the children for the requirements of individual schools' entry or Scholarship requirements
- To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others

Planning

The Reception classes adhere to the DfES Curriculum Guidance for the Foundation Stage which includes six areas of learning:

- Personal, Social & Emotional Development
- Communication, Language & Literacy
- Mathematical Development
- Knowledge & Understanding of the World
- Physical Development
- Creative Development

Between Years 1 and 6 the curriculum is devised by the school.

The school has devised its own Scheme of Work. We use Long Term Plans, Medium Term Plans and Short Term Plans. Long Term and Medium Term Plans are reviewed on an annual basis in each subject.

- Long Term Plans – These are broad outlines, indicating progression in knowledge from year to year. These are available on the school’s intranet site
- Medium Term Plans - These are the more detailed plans which give guidance on the objectives and specifically show what is to be taught within each topic area. They flesh out the bones of the Long Term Plans
- Short Term Plans – These are the day-to-day plans of individual teachers, as they plan each step towards achieving the aims and goals set out in the Medium Term Plans. These are used to set out the learning objectives for each session, and to identify which resources and activities they are going to use in the lessons

In the Foundation Stage, and in Pre-Prep, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Curriculum and early learning goals, and that there is planned progression in all curriculum areas which includes the teaching of French from Year 1.

In the Prep School pupils are given the opportunity to experience a wide variety of subjects: Science, History, Geography, Religious Studies, French, ICT, Drama, Art, Design Technology, PE, Games, swimming and PSHCE as well as English, Mathematics and Science. As an IAPS school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

Delivery

The children in the Pre-Prep attend lessons for approximately 22 hours per week and over 26 hours in the Prep School. The formal curriculum is enriched by day trips, residential visits, invited speakers, productions and themed days.

As the school provides education for children up to the age of 11 the school has many subject specialists; the Pre-Prep benefits from this in French, ICT, Music, and PE. In the Prep Department this is extended further to include Art with specialist English and Maths teachers as Form Teachers.

The school has two mixed ability classes at each age level. Differentiated lessons respond to the variety of academic ability. There is no formal setting.

Homework appropriate to the age of the child is set.

Inclusion

The curriculum at Berkhampstead is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

If a pupil has learning difficulties, Berkhampstead does all it can to meet these individual needs through our own *Learning Support Policy* and practitioners. This process is carefully overseen by the SENCO who liaises with the particular members of the staff who are responsible for the individual pupils' needs at that stage in their education. The Learning Support Department can provide in class support, support away from the classroom, IEPs and guidance to the class teachers. Similarly children who have English as an additional language are catered for by the Learning Support Department and there is a policy and approach for children considered Gifted and Talented.

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted.

PSHCE

Circle Time is delivered in the Pre-Prep School which evolves into PSHCE from Year 3. PSHCE reflects the school's aims and is taught as a distinct subject with a Head of Department and subject policy. This is enhanced by activities and presentations organized outside the discrete delivery of PSHCE. Recently, for example, there have been presentations on the Misuse of Drugs and Cyber-Bullying.

Spiritual, Moral, Social and Cultural Education

The school provides opportunities for the development of SMSC through the direct teaching of Religious Studies and Current Affairs. However, SMSC permeates the school and is not defined

solely by its discrete and direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. Just as a debate on Euthanasia may be found in a Year 6 RS lesson so too a History class may discuss the morality of Henry VIII's divorces. The children benefit from a Spiritual, Moral, Social and Cultural education through their varied experiences in the school day such as: assemblies which usually have a moral theme and a prayer.

Furthermore, each the school adopts a charity and raises money for this charity. Recent charities have been Gloucestershire's Special Care Babies and Haiti.

Extra-Curricular Activities

The school is very proud of its extensive programme of extra curricular activities which broadly speaking offer a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. Ranging from chess to maths clubs, from writing clubs to netball the menu changes every term with up to fifty areas of experience.

In addition the school has a thriving music department, which enables all children to learn form a huge range of musical instruments and have the opportunity to perform at school and in other venues, such as the Pump Rooms and the Bacon Theatre. Sport is also prominent with all children representing the school from Year 3 in sports such as Netball, Rugby, Hockey, Athletics, Cricket, Football, Rounders, Swimming and Cross Country. We make very good use of local amenities such as Newlands rugby ground, the Prince of Wales Athletics Stadium and Cheltenham Cricket Club.

Roles and Responsibilities

Subject Coordinators

In the Pre-Prep subject coordinators have been established. The role of the subject coordinators is:

- To maintain and update, in conjunction with the Head of Department and the Head of Pre-Prep and by active consultation with the relevant teaching staff, aims and objectives for individual subjects at Key Stage 1
- To prepare a policy, to include a scheme of work for the individual subject that the coordinator is responsible for
- To ensure that coherence in planning between the Foundation Stage, Years 1 and 2 and finally, between Years 2 and 3 is smooth and meaningful
- The requisition, within financial circumscription and annual budgetary allowances, of the resources needed for implementation of a scheme of work.
- To help devise a useful and meaningful system of assessment for the subject the coordinator is responsible for.
- To keep abreast of current educational thought for the subject the coordinator is responsible for

- To attend in-service training and where appropriate share useful and pertinent information with other staff
- To attend regular departmental meetings with the Head of Department in the Prep School
- To monitor the teaching of the subject by class teachers

Head of Department

The role of Head of Department is to:

- Oversee the curriculum and planning for the subject
- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject
- Maintain the quality of teaching and learning for the subject
- Maintain a departmental development plan and present this annually to the SMT
- Keep up to date with developments in their subject
- To review the curriculum plans and ensure that progression is planned into the Schemes of Work
- To monitor the way that a subject is taught throughout the school – this includes monitoring teachers' mark books & reflecting upon formative and summative assessment contained therein.
- To maintain records of all summative (exam/test) data
- To monitor the teaching of this subject by their department

Overall responsibility for the Curriculum

The Headmaster, the Head of Prep and Head of Pre-Prep have overall responsibility for the curriculum. They oversee curriculum planning and provide guidance to Heads of Department through INSET and Heads of Department meetings (other aspects of this monitoring of the curriculum are detailed in the, *Teaching and Learning Policy* and *Assessment Policy*).

This policy is monitored by the Headmaster, Head of Prep and Head of Pre-Prep: it will be reviewed every two years.

Policy Created	February 2010	A J Milner
Signed off by Governors	March 20 th 2010	Mrs. S Bagnall
Review Date	March 2012	