

# Arbor Preparatory School



## Curriculum Policy

(see also Special Educational Needs)

### 1 Introduction

- 1.1** Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It is based on the Montessori philosophy in conjunction with the formal requirements of the National Curriculum, and also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2** We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We encompass the aims of the Every Child Matters (ECM) agenda which is strongly built into our broad curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

### 2 Values

- 2.1** Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2** Our school believes wholly in the philosophy and doctrines of Maria Montessori and our values are based on this.
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
  - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
  - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### **3 Aims**

#### **3.1** 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 literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, the importance of sustainable development including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish 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 live and work cooperatively with others.

### **4 Organisation and planning**

**4.1** We plan our curriculum in three phases. We agree a long-term plan for each year group which we review on an annual basis.

**4.2** Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic.

**4.3** Our short-term plans are those that our teachers write on a weekly or daily basis and these are in a variety of forms in different age groups. We use these to develop the learning objectives appropriately for groups and individuals, and to identify what resources and activities we are going to use.

**4.4** In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coverage of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

**4.5** In Key Stage 2 the curriculum becomes more specialised with a greater use of subject teachers for some subjects.

**4.6** We recognise that children learn at different rates and sometimes have curriculum that come from an earlier or later curriculum stage.

### **5 The curriculum and inclusion**

**5.1** The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

**5.2** If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for an assessment by our SENCO who will decide together with the parents on the appropriate amount of one to one support. In some cases we would apply for a statement of special needs from the LA.

**5.3** The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

**5.4** Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to 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.

## **6 Early Years Foundation Stage (EYFS)**

**6.1** The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum in the EYFS, and the guidance produced in 2002 as well following the Montessori principle using the sensitive periods to teach specific skills as promoted by Montessori. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

**6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception (Dolphins) class builds on the experiences of the children in their pre-school learning.

**6.3** Each term in the reception class the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

**6.4** We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

## **7 The role of the subject co-ordinator**

**7.1** The role of the subject co-ordinator is to:

- provides strategic leadership in their subject
- regularly monitor the curriculum
- ensure sufficient resources are available
- provide and update information on their subject to all staff.

**7.2** It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement through the School Development Plan. This development planning links to whole-school objectives.

## **8 Monitoring and review**

**8.1** The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher and her deputy monitor the planning for all teachers, ensuring that all classes are taught the full requirements of the Arbor curriculum, and that all children's learning is guided by appropriate learning objectives.

**8.2** Subject co-ordinators monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

**8.3** This policy is monitored by the head teacher and will be reviewed every 2 years.

**Signed:**

**Date:** 26<sup>th</sup> November 2009