

Redcliffe Gardens School

# Curriculum Policy

Reviewed: SEG April 2021  
Prep School Committee: May 2021  
Updated: October 2021

Next review by: July 2022



**This policy applies to the whole school including the EYFS. It is available to parents and prospective parents on our website and a paper copy can be viewed in the School Office.**

## **1. Introduction**

- 1.1. At Godolphin and Latymer Redcliffe Gardens School the curriculum is rich, exciting and challenging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. The engaging Curriculum provision in and out of the classroom enables all pupils to have the opportunity to learn and make progress, including those with Special Educational Needs and Disabilities (SEND) or on Education, Health and care (EHC) plans, and with English as an Additional Language (EAL). The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation which prepares them for their subsequent education and the opportunities, responsibilities and experience of adult life in British society and the world at large.
- 1.2. Throughout this policy we have paid due regard to the *Independent School Standards Regulations (ISSRs)* and *Early Years Foundation Stage statutory framework 2021*. This policy applies to all members of our school community, including those in our EYFS setting, and should be read in conjunction with the following policies or documents:
  - Assessment, Recording and Reporting;
  - Special Educational Needs and Disabilities (including EAL and Gifted & Talented);
  - Safeguarding and Welfare;
  - Online Safety
  - Equal Opportunities;
  - EYFS;
  - PSHE (including Citizenship and Relations Education);
  - Individual subject curriculum policies.
- 1.3. The School is aware of its duties under the Equality Act 2010, including issues related to pupils and staff with additional needs and makes reasonable adjustments for all.

## **2. Aims and Values**

- 2.1. The School provides full time supervised education for pupils of compulsory school age (5 to 11 years). Additionally, the school has a facility for pupils between 30 months/rising 3 and 4 years old where the appropriate education is provided following the Early Years Framework.
- 2.2. The School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, we provide a PSHCE programme which reflects the school's aims and ethos and which gives pupils experience in spiritual, moral, social and cultural education. Details of this programme and how it is delivered can be found in the PSHCE policy document and Schemes of Work.
- 2.3. The academic curriculum and PSHCE programme at the School promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The academic curriculum and PSHCE programme encourage respect for groups protected by the UK 2010 Equality Act. The PSHCE programme and assemblies provide pupils with social, moral, spiritual and cultural

education, as well as valuable opportunities to promote key British values, as embodied in our 'Redcliffe Values'.

- 2.4. The School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. The School is also committed to instilling in its pupils through its curriculum, the key values of the school: in particular, that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

### **3. Curriculum Organisation and Planning**

- 3.1. Within the curriculum, every pupil is supported and challenged to reach their full potential and the learning needs of each pupil, including those with specific gifts or talents and those with learning difficulties, are considered when setting up individual timetables. The majority of EAL pupils at the School can understand and use English well. However, carefully planned intervention is put into place to ensure those pupils that understand and speak only a little English, can access the curriculum. Subject matter is appropriate for the ages and aptitudes of the pupils, including any pupils with an EHC plan whose needs are reviewed termly, and if appropriate an Individual Education Plan (IEP) and provision mapping document will be written.
- 3.2. Curriculum planning is prepared by subject teachers in two phases: summary Long Term Plans (LTP) denote the curriculum scope and intent, and termly Schemes of Work by subject and year group identify how this is to be implemented. These medium-term schemes reflect the LTP coverage for the relevant period and are sufficiently detailed to provide weekly lesson content. The LTPs and subject schemes of work are reviewed termly by the Senior Leadership Team (SLT) in liaison with the relevant subject coordinator.

### **4. Curriculum Development and Delivery**

- 4.1. The School's curriculum aims to be broad and balanced, to develop pupil confidence and self-esteem, to prepare pupils well for entry into Senior Schools at 11+ for the Year 6 pupils and, eventually, for the opportunities, responsibilities and experiences of adult life. Based on the National Curriculum and Common Entrance requirements, the School's curriculum achieves enhanced depth and progressive breadth whilst also remaining flexible and adaptable in order to meet the ever-changing needs of our pupils and the future context of the modern world. The schemes of work allow for regular evaluation and short-term adjustment to either content or means of curriculum delivery in order to maximise the learning outcomes of the pupils.
- 4.2. In its delivery, the curriculum is based on the following principles:
  - pupil and staff inspiration.
  - the development of pupil confidence and the recognition of gifts and abilities.
  - differentiation according to pupil attainment, progress and understanding and the maximising of individual potential.
  - support for pupils with learning difficulties or disabilities, support where necessary for pupils whose home language is not English and support, extension and challenge for all pupils according to need.

- maximising the opportunities for pupils to develop the skills of independent, active learning.

4.3. The curriculum at Godolphin and Latymer Redcliffe Gardens School provides pupils with linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects as detailed below:

4.3.1. **English:** Speaking and listening, reading comprehension, creative writing and poetry, grammar, handwriting, spelling and drama are taught throughout Key Stage 1 and 2 after a thorough phonic grounding is provided by the Read, Write Inc Scheme. An element of English teaching is delivered every day, with subject specialist teaching in Year 4 to Year 6.

4.3.2. **Mathematics:** Schemes of Work have been based on the Maths Mastery curriculum for Key Stage 1 (and EYFS); a variety of text books and resources are used in Key Stage 2 to cover all the core areas of Numeracy, Measurement, Geometry and Statistics, with a focus on problem solving, reasoning and practice of arithmetic skills and recall. The School's curriculum exceeds the National Curriculum to take account of the requirements of 11+ examinations. Knowledge and understanding of Mathematics is developed in a variety of ways, including practical activity, use of the interactive technology, exploration and discussion. There is an emphasis on practical work, especially in the understanding of fundamental principles. An element of Mathematics teaching is delivered every day, with subject specialist teaching in Year 4 to Year 6.

4.3.3. **Computing and Coding:** Computing is taught from Reception (Understanding the World: Technology) through to Year 6. The skills learned in these lessons are used across the curriculum. The cross-curricular use of laptops and iPads requires both pupil IT skill, knowledge and safety awareness. The Online Safety policy is shared with parents at information events and practised rigorously in school. Coding is taught from Reception and Year 1 in the form of Bee-Bots; in Year 2 to Year 6 a progressive programme of coding is introduced whereby pupils are taught how to code. There is one weekly session per year group, with subject specialist teaching in Year 2 to Year 6.

4.3.4. **Science** is taught from Year 1 to Year 6. The emphasis in Key Stage 1 is based on observation and practical work and, as the pupils progress through to Key Stage 2, the emphasis on practical work continues alongside more formal investigation and recording. A key focus of the Science Curriculum is to equip pupils with the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings in a variety of formats. In Key Stage 1 there is one weekly lesson (of 1 ½ hour duration) and in Key Stage 2 there are two one-hour lessons a week from a subject specialist.

4.3.5. **French** is taught from Nursery through to Year 6. A variety of resources are used, with a large emphasis on practical oral skills, especially in the younger years. This can be supplemented by trips for our Years 5 and 6 pupils. Provision is made for differentiation and extension for native speakers. The language is taught by a subject specialist in a weekly 30 minute or one-hour lesson dependant on age.

4.3.6. **Music** is taught as a specialist subject from Nursery to Year 6 covering: singing and performing, composition, musicianship and skills, music analysis, appreciation and evaluation. All pupils have two weekly lessons and children from Years 2 - 6 may have a weekly choir lesson. Music taught within lessons is

enhanced by a host of performances, church services, music ensembles, choirs and the school orchestra. Many pupils also take individual music lessons within school.

- 4.3.7. **Art and Design** follows distinct programmes teaching skills and developing intellectual and physical creativity through a wide variety of genres and media from the EYFS (Expressive arts and design) to Year 6. A one-hour weekly lesson is timetabled and for children in Key Stage 2 this is delivered by specialist teaching. Art clubs supplement this aspect of the creative curriculum and there is always a wealth of pupil work on display. Group and whole school collaborative projects are incorporated in the curriculum, as well as the opportunity for submissions to local and national competition.
- 4.3.8. **Humanities** is taught to pupils from Year 1 to Year 6 with a wide array of Geography and History topics covered. The choice of topics is designed to provide a broad and balanced study of the human and physical features within a local and world geographical context; the history topics encompass an equal focus on change within and beyond living memory and the study of significant events and people. Areas covered are enhanced by a number of trips to key historical and ecological sites. There is one weekly lesson (one hour) per year group, alternating half-termly between Geography and History.
- 4.3.9. **Classics and Latin** are taught to pupils in Years 3 - 4 and Years 5 - 6 respectively in one weekly lesson. The course content is designed to enthuse pupils and provide them with a wider appreciation of the impact of ancient civilizations within a creative curriculum.
- 4.3.10. **Religious Education:** RE is delivered through the Twinkl scheme in one weekly lesson. The curriculum teaches pupils about attitudes, beliefs and cultures and is linked to the PSHCE programme. Christianity forms a major part of the focus alongside the learning of alternative faiths in an environment of respect and tolerance. Diversity of beliefs are celebrated and visiting speakers are welcomed.
- 4.3.11. **Movement and Gymnastics, PE and Sport** are taught by subject specialists from the EYFS (Physical development) to Year 6. The curriculum is supported by a wide range of clubs, matches, etc catering for pupils of all abilities and providing all children with an element of daily physical activity. The schemes of work incorporate opportunities to acquire knowledge and understanding of the basic principles of fitness and health, including diet, as well as developing the pupils' physical control and co-ordination, their tactical skills and imaginative responses and to help them self-evaluate their own performance. Team matches against other schools are introduced in Years 3 to 6, with an emphasis on teamwork and sportsmanship.
- 4.3.12. **PSHE**, incorporating *Relationships Education*, is delivered via one mid-week concurrent timetabled lesson, with the Nursey children having daily sessions. The EYFS follow the 3D PSHE scheme and Key Stage 1& 2 follow the complementary Twinkl Life scheme, both of which address the core themes of Health and Wellbeing, Relationships and Living in the Wider World in a progressive manner. Additionally, links are established within the Schemes of Work to assemblies, whole school events and many other cross-curricular areas such as RE and especially Science with regard to content for Key Stage 2 relationships education.

## 5. Spiritual, Moral, Social and Cultural Education

- 5.1. We endeavour to promote the spiritual and moral development of the pupils through the PSHCEE and the Religious Education Policy. It is also considered important to encourage the children to express themselves creatively through Music, Drama and Art and Design. The Physical Education programme provides the pupils with opportunities for development of skills in all its aspects as well as encouraging team spirit through full participation in House events. Ideas generated by School Parliament meetings often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education.
- 5.2. Pupils receive preparation for the opportunities, responsibilities and experience of adult life as evidenced in the PSHCE programme and in the individual subject schemes of work. In addition, the following provide experience for pupil development in PSHCE:
- Residential trips in Years 3, 4, 5 and 6 – to encourage independence
  - Form tutors – model a positive, happy attitude and a growth mindset
  - Monitor responsibilities in each class, Year 2 to Year 6
  - Prefectorial, service and leadership responsibilities for all Year 6 pupils
  - School Parliament ‘voice’ representatives from each class, Years 2-6
  - Fundraising activities for charities elected by pupils
  - Pupil outreach work - e.g. through the local church, Foodbank and cooking for the night shelter, singing at local community venues (Ellesmere House, Chelsea and Westminster hospital)
  - Relationships Education programme in Years 4 - 6
  - Buddy system by older pupils for the younger children
  - Transitioning preparation of Year 1 pupils to the different school site in Year 2
  - First Aid training
  - Economic and financial awareness training of upper Key Stage 2 pupils.

## **6. Early Years Provision**

- 6.1. For pupils below compulsory school age a programme of activities is provided with reference to the EYFS framework which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. This includes the following seven areas of learning and development:
- Communication and language
  - Physical development
  - Personal, social and emotional development
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive arts and design
- 6.2. For children whose home language is not English reasonable opportunities are provided to develop and use their home language in play and learning, supporting their language development at home.
- 6.3. Each area of the educational plan is implemented through planned and purposeful play and a mix of adult led and child-initiated activity.
- 6.4. The class teacher acts as a ‘Key Person’ to all children in each class of EYFS, supported by the Teaching Assistant(s). All staff involved with the EYFS aim to develop good

relationships with every child, interacting positively with them and taking time to listen to them, such that each child's learning and care is tailored to meet their individual needs.

## **7. Extra-Curricular Programme**

- 7.1. The curriculum at the School is further enhanced by visiting speakers, workshops, whole school events and many off-site educational visits, including annual residential trips for Years 3 to 6.
- 7.2. A wide variety of extra-curricular clubs are offered from Reception upwards. These enhance all areas of the curriculum and are designed to foster enjoyment and allow for further experience in particular areas, for example: arts and crafts, ball games, touch typing to name a few. A comprehensive range of sporting activities are offered on Wednesday and Friday afternoons, ranging from Judo, gymnastics, tag rugby, football, netball, swimming and yoga.

## **8. Timetable Balance and Homework**

- 8.1. At Godolphin and Latymer Redcliffe Gardens School we aim, that, through this broad curriculum and the extra-curricular provision, each child will be able to fulfil their academic potential and discover wide areas of interest in which to develop passion and curiosity. Careful consideration has been given to the time devoted to each subject so that the core subjects can be covered in sufficient detail and depth, thus developing essential skills, at the same time as allowing adequate provision in the timetable for breadth and depth in other curriculum areas. Staff are encouraged to plan creatively and to take advantage of cross curricular opportunities.
- 8.2. An important element of the allocation of time is the homework requirement. It is school policy that homework should provide the opportunity for the reinforcement or practise of work already covered in class. Differentiation is allowed for in the provision of set tasks. All homework should be purposeful and achievable in terms of available resources, time and children's understanding.

## **9. Progression**

- 9.1. The Nursery and Reception Year, covering the seven areas of learning and introducing the youngest pupils to school life, adheres to the EYFS requirements as detailed in the EYFS policy. Once they are ready, pupils begin the Key Stage One programme.
- 9.2. The School is a gently selective, mixed ability school and it is school policy to differentiate to allow for this range of ability and achievement. Pupils with EHC plans and pupils with learning difficulties or disabilities are provided for as dictated by screening results and recommendations from the school SENCO, educational psychologist recommendations and/or the recommendations of other appropriate professionals in liaison with the SENCO. In the case of a pupil with an EHC plan, recommendations made by the body of professionals who form the 'Team Around the Child' are followed by the school staff. Teacher assessment is continuous throughout the School and standardised tests are administered at the appropriate times (as outlined in the Assessment, Recording and Reporting Policy). Progression from Key Stage One to Key Stage Two is seen as fluid. The policies and schemes of work have been drawn up to ensure that the skills and knowledge of each subject are thoroughly covered and to ensure progression and continuity throughout the primary stages.

## **10. Monitoring and Evaluation**

10.1. The implementation of the curriculum and the quality of learning are carefully monitored through:

- Regular book looks Staff team evaluation of pupil work and assessment results
- Individual lesson observations
- Appraisal of subject and teacher targets
- Meetings organised by SLT, Key Stages, subject and general working parties or twilight training
- SLT meetings with subject co-ordinators to discuss assessment and record keeping, individual pupils and development of schemes
- Meetings between members of SLT and liaison with senior teachers on both school sites.

10.2. Planning and provision ensure that pupils of all abilities enjoy learning and progress at an appropriate pace. Pupils are tracked throughout their learning journey, through formative and summative assessment.

10.3. This document is available to all interested parties on the school's website and on request from the school office. It is reviewed annually by the Senior Leadership Team or as events or legislation change requires.