

CURRICULUM POLICY



THE EVELINE DAY SCHOOL

Contents

1. Our Ethos
2. Our Values
3. Curriculum
4. Curriculum Delivery
5. Planning
6. Early Years Foundation Stage (EYFS)
7. KS1 and KS2 Curriculum
8. Enrichment and Co-curricular Provision
9. Subject allocation Time
10. Inclusion
11. British Values
12. Recognising Effort and Achievement
13. Staff development

This is a whole school curriculum and also applies to Early Years Foundation Stage

Our vision:

To provide a first-class education:

This means:

Setting high expectations for each child's individual learning and development

Using a creative approach in preparing children both for public examinations and for the rest of their life

Providing inspirational teaching by enthusiastic and high-achieving teachers across a wide range of academic subjects and extra-curricular activities

Our values:

Our community

Our values derive from a kind and nurturing environment where the whole community works together to find the brilliance in every child.

Our work

Starting with strong foundations in literacy and numeracy, to instil a love of learning in children through an inspiring and broad curriculum

Our goals

To teach pupils in a way that allows them to fulfil their potential and to grow towards maturity and self-confidence

To ensure that pupils are happy, resourceful, resilient, and compassionate

To ensure that pupils become excellent global citizens

To nurture and inspire

1. Curriculum

Our curriculum policy aims to give every child the knowledge, skills, and passion to be the very best that they can be as learners and as global citizens. We provide a broad and balanced curriculum that enhances creativity and aims to develop the intellectual, emotional, physical wellbeing and spiritual aspects of every person. Our vision is that every child is happy, resourceful, resilient, and compassionate.

The curriculum and teaching actively promote fundamental British values and the Equality Act 2010. The teachers have excellent knowledge of their subjects and classes are well resourced. We recognise the important role which parents play in their children's education, and we work together to bring out the best in every child and find their brilliance.

Year 3,4,5 and 6

Our educational remit, in its most narrow definition, is to prepare the pupils thoroughly for academic entrance examinations to their senior schools. The syllabus for each academic subject is planned with reference to the National Curriculum and mindful of the requirements of the 11+ Common Entrance, individual day schools and scholarship examinations. The syllabus is planned in line with the requirements of these exams, with additional emphasis and curriculum time given to English, Maths, Verbal and Non-Verbal Reasoning. Each child has their own individual Atom Learning Account and from Year 4, BOFA 11+, to encourage additional individual preparation.

Please refer to the 'Preparation for Secondary School' document for a detailed breakdown by year

group

Within a kind and nurturing environment, we provide a curriculum which offers a wide range of opportunities, based on the National Curriculum and extended beyond it. Every child is supported to achieve their best, whether it is academic, art, sport, music, or drama. Each subject is structured to ensure progression in competence and understanding, to allow the child to grow in self-confidence.

We develop cultural capital (the knowledge and skills to improve life chances), from a young age. We bring the curriculum alive, learning outside of the school building e.g. Forest School, residential trips (from Year 2), outings to museums, galleries, historical and religious buildings, gardens, recycling centres, sporting activities and enterprise trips. We have visitors from all walks of life from authors, historical experts, musicians, experts in business and those who work in the community such as doctors and dentists. We participate in festivals for speech and drama and musical events (including attendance at The Royal Albert and Festival Halls). From Year 3, all children learn to play an instrument and we have a vibrant orchestra.

We want to inspire and motivate pupils of all abilities. We aim to provide an environment in which each child can:

- Feel confident to take risks in their learning;
- Develop a belief in their own talents and understand that there is no ceiling on what can be achieved;
- Grow in confidence in their creative powers
- Communicate their knowledge through music, drama, art and design and technology
- Face new and exciting challenges, take risks in their learning and have the resilience to keep going when challenged;
- Foster self-esteem and personal responsibility, linked to the feelings and needs of others;
- Value friendships and respect for others; be happy, kind and caring;
- Develop skills that will support their future lives beyond education;
- Be the best that they can be.

The curriculum includes:

Art

Computing

Design Technology

Speech and Drama

English

French (Reception to Year 6)

Geography

History

Mathematics

Music

Outdoor Learning - Forest School

Physical Education and Games

Personal, Social, Health and Economics

Reasoning

Relationships education, and sex education (RSE)

Religious Education

Science

Spanish (Years Lower Reception – Year 2)

(Subjects in bold are taught by specialist teachers).

2. Curriculum delivery

We recognise that children learn in different ways and our curriculum delivery enables all children access to all subjects.

We give opportunities for the children to experience learning in different ways:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- self- and peer-review
- asking and answering questions;
- open-ended questioning
- innovative and creative use of ICT across the curriculum
- use of interactive ICT;
- fieldwork and visits to places of educational interest (including residential from the age of 7);
- creative activities;
- responding to musical or recorded material
- learning through the use of concrete materials and experiences;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning. Children are helped, both to be aware of their strengths, and to develop learning strategies to overcome individual weaknesses.

3. Planning

Planning is a process in which all teachers are involved, wherein: the foundation is the School Improvement Plan, progressed by collaboration between staff and the Senior Leadership Team.

Subject overviews for individual subjects are developed by Subject Leaders (in collaboration with the whole school).

Effective planning should be informed by appropriate assessments as per Assessment Policy.

A strong curriculum is founded upon rigorous planning that is age and developmentally appropriate. The curriculum:

- Establishes cross curricular links between subjects
- Builds on the interests and prior knowledge of the children

Whole School Curriculum Maps ensure consistency and progression maps track knowledge and skills.

We have a rich, knowledge based curriculum. Curriculum maps are written, for each year group, to provide an overview of learning for each term. These show progression and ideas for teaching. The documents are updated annually. The curriculum maps are shared with parents.

Medium Term Planning

Each area of the curriculum is delivered through planned units of work within each year group. Medium term plans set out the focus for teaching and learning over a term. ie. the child is to know, to be able, to understand. It determines the best activities to achieve learning intentions. It enables cross curricular links. These give weekly details of the work planned and show how work is differentiated and assessed.

To ensure continuity and progression, medium term planning is reviewed by the subject leaders.

Short Term Planning

Daily plans are outlined in the staff's weekly planners or files and reflect individual styles. It is one of the ways for assessment and should include comments/observations of individual students. It is personal in style and format to that teacher and should include learning intentions:

- what the children are going to do
- how they are organised
- Assessment opportunities
- Wellbeing and Computing opportunities
- English and maths links

Roles and Responsibilities

The Headteacher has overall responsibility for the leadership of the curriculum and the monitoring of its provision. The Headteacher in consultation with the Head of Key Stages and Subject leaders are responsible for:

- Determining the ways in which the curriculum is taught.
- Deciding the provision and allocation of resources.
- Deciding ways in which developments can be assessed and records maintained.
- Ensuring that the curriculum matches and achieves the aims and objectives of the school.
- Ensuring all curricular policies are fully implemented and reflect practice at EDS.
- Ensuring high standards are maintained.
- Providing and organising training to keep staff skills and knowledge up to date.

The Assistant Head - Academic, with the support of SLT and subject leaders, has the responsibility for developing and updating the curriculum and ensuring, with the Head, that the curriculum has progression and appropriate coverage and is consistently monitored.

Subject Leads are responsible for:

- Reviewing the relevant subject policy, scheme of work and subject development plan.
- Updating the curriculum maps.
- Auditing resources within the subject area.
- Sampling pupil work.
- Lesson observations.
- Providing support and guidance as required
- Scrutiny of work, records and documentation
- Analysis of data

Class teachers are responsible for implementing the Curriculum Policy, subject policies and all relevant policies into their planning, teaching, assessments and everyday practice.

Teaching Assistants are responsible for supporting the teacher's delivery of the curriculum.

4. Early Years Foundation Stage (EYFS)

In accordance with EYFS principles, we believe that:

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person;
- The indoor and outdoor environments play a key role in supporting and extending children's development and learning;
- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected;

The EYFS follows the seven areas of Learning and Development which are:

1. Personal, social and emotional development
2. Communication and language
3. Physical development
4. Literacy development
5. Mathematics
6. Understanding the World
7. Expressive arts and design

The Phonics' scheme (Little Wandle) is introduced in Lower Reception (phase 1 & 2). This scheme follows the children into Reception (phase 1, 2 & 3), Year 1 (phase 3, 4 & 5) and Year 2 (phase 6). The aim is to meet the individual needs of every child.

As part of Language and Communication the children are introduced to French and Spanish in Lower Reception. Music, Drama and Computing are taught as discreet lessons and are guided by the Early Learning Goals outlined in Expressive Arts and Design and Knowledge and Understanding.

The teacher ensures that every area of learning is covered in the termly planning. In addition to this, they plan for each area of the classroom, ensuring that children receive a variety of experiences each day including exploratory play, role play, small world play, construction, problem solving, fine and gross motor skills and creative play. These experiences will address specific educational needs in relation to personal, social, emotional and physical development, and communication and language skills. The children also have opportunities during the day for their own initiated play - accessing their chosen resources independently.

Our planning and organisation at EDS is based on the knowledge that children learn in different ways and at different rates, through playing, talking, observing, planning, questioning, experimenting and interacting with others.

7. KS1 and KS2 Curriculum

All subjects are taught as mixed ability groups throughout the KS1/2 classes, but with support or groups being taken out as appropriate and taught separately.

Mathematics: All pupils have a 1 hour lesson every day.

English: All pupils have a 1 hr lesson every day – this includes guided reading and grammar. There are additional lessons for phonics, spelling, reading and handwriting.

Science: All pupils have approximately 1hr 30min over the course of the week. This may be extended for more practical lessons.

Topic: A themed approach is used, which may extend to other curriculum areas in addition to history and geography.

Problem Solving and Reasoning is taught throughout the school from Reception onwards.

History and geography are taught in half-termly units.

8. Enrichment and Co-Curricular Provision

- We seek to find the brilliance in every child and the school has an extensive programme of co-curricular activities to enrich the pupils' experiences and provide opportunities for creative, cerebral and physical skill development. These include: (to name a few) annual school musical productions, orchestral performances at the Royal Festival Hall and the Royal Albert Hall, fund-raising activities(cake sales, Richmond Park walk, own clothes day), after school and lunch-time clubs, school sports teams, Friendship day, International day, Enterprise week, visits and residential trips.
- EYFS: Yoga, Forest School, Sporty Minis, Lucy Sparkles
- Upper Reception – Seniors (Y6): Co-curricular clubs: modern dance, netball; chess; athletics, yoga:guitar; ukele, piano, drums, computing; martial arts, speech and drama, strings orchestra, violin, cello, viola and double bass.
- Residential Trips
 - Years 2 and 3: Three days at Juniper Hall, Surrey
 - Years 4 and 5: Four days at Sayers Croft, Surrey
 - Senior Class (Year 6): Five days at Sayers Croft

Drama and music are essential aspects of our school education. All KS2 students take weekly strings lessons in viola, double base, cello and violin and form part of our EDS orchestra. During the school year, there are many and varied opportunities for classes to participate in musical events and instrumental recital performances, including at the Royal Festival Hall and Royal Albert Hall. All students, who play an instrument, perform for their parents in our annual

musical recital in May. All pupils compete in the annual Richmond Speech and Drama Festival and take the New Era speech and drama exams at the end of the year.

Children participate in individual class assemblies throughout the year. EYFS has their own Christmas performance and graduation, Upper Reception to Year 6 perform in their annual Christmas recital, KS2 perform in their EDS Spring Musical, Years 5/6 perform at the RAH. Year 1 and 2 perform at their own Summer musical performance. Many students take their music grades. Seniors have their own Graduation at the end of the year.

9. Subject Allocation Time

EDS is a unique school – our school day runs from 7.30 to 5.30pm (Reception - Year 6). The teaching runs from 8.30-3.45pm (Reception, Year 1 and 2) and from 8.30-4.30pm (Year 3-6)*

*The timings of the school day sometimes changes according to the activities of the day

The timetable is built around a rich curriculum, therefore the number of lessons per week for each year varies.

A school day also includes:

- A fifteen-minute playtime in the morning
- An hour at lunchtime
- Assembly time.

Valuable learning also takes place outside the formal classroom situation and includes:

- Individual and group reading to adults.
- Additional 1:1 and group teaching.
- Individual music tuition.
- Before and after-school clubs.

See Appendix A – Subject Allocation

10. Inclusion

We listen to the views of individual children and stakeholders and we promote respect for diverse cultures. We develop an inclusive curriculum so all children feel valued.

Pupils with identified learning difficulties and disabilities will receive specialised support. All teachers are made aware of the needs of these pupils and are given appropriate training and advice for meeting their needs. The school has a highly qualified SENCo and an attached Educational Psychologist.

Differentiation

The school is inclusive and to ensure every child is given equal opportunity, differentiation occurs throughout the curriculum. It can be most clearly observed in staff planning and during lessons. Pre and post tutoring from support staff helps children to access. Children are identified who would benefit from intervention group support to build fundamental skills in Maths and English.

The needs of the most able pupils are also met through quality first teaching. Teachers are particularly careful to include open ended and investigative tasks to access higher order thinking skills and mastery.

11. British Values

We have a duty to 'actively 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, or none. Across all areas of the curriculum all children will be encouraged to listen to others and value opinions that are different from their own. There will be equal opportunities for all to take part in all activities. We will ensure that all children within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes e.g. the school council, individual child conferences and Votes for Schools. Assemblies are used to introduce themes, which are appropriate for the age of the children. We provide a broad and balanced curriculum in a safe environment where human rights are respected and delivered to promote British Values and prevent extremism or radicalisation. Eveline Day School staff preclude the promotion of preferred political views in the teaching of any subject in the school.

12. Recognising Effort and Achievement

- We celebrate the social, physical, creative and academic achievements of our pupils; individually and collectively for effort and achievement.
- Rewards are given for positive endeavours relating to academic achievement, progress, effort or acts of kindness and good citizenship.
- Celebration assemblies, Special Mention awards and the annual Celebration of Success are all means of identifying success across the curriculum.

Reports to parents give clear, accurate and useful information on their child's progress.

13. Staff development

All staff attend in-service training in order to update and improve standards of teaching and learning. Teachers attend regular training on the curriculum and training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. The majority of staff are trained in mental health and have a Mental Health Awareness Level 1 Training qualification from MHA UK.

Related Policies

Assessment Policy

Curriculum Policy

COVID-19 Risk Assessment

Early Years Foundation Stage Policy Equal

Opportunities Policy Fundamental British

Values Policy Gifted, Talented and More

Able Policy Homework Policy

Appendix A

Subject allocations for Upper School

Subject	Reception	KS1 times	KS2 times
English	7 hours	7 hours	7 hours
Maths	5 hours	5 hours	5 hours
Science	1.5 hours	1.5 hours	2.5 hours (1 hour DT related science)
Computing	1 hour	1 hour	1 hour
French	30 minutes	30 minutes	60 minutes
Spanish	30 minutes	30 minutes	
History/Geography	1.5 hours	1.5 hours	1.5 hours
Music	45 minutes	45 minutes	120 minutes

PSHE/SRE/Wellbeing	30 mins	30 mins	30 mins
Art/DT	2 hours	2 hours	1 hours
RE	30 mins	30 mins	45 mins- 60 mins
PE	1 ½ hours	1 ½ hours	3 hours
Swimming (Year 2-3)	N/A	30 minutes	30 minutes
Assembly	30 mins	30 mins	30 mins