



CURRICULUM POLICY

(Including Early Years Foundation Stage)

The curriculum we provide enables us to fulfil our mission statement: to realise the full potential of every child by developing knowledge, confidence and self-reliance within a supportive and happy school community.

Curriculum Aims

Our curriculum is based on the core requirements of the National Curriculum. However, this is enriched and extended at every opportunity and teachers are given the freedom to teach beyond what is stated in the framework document. We aim to:

- Provide a broad and balanced curriculum that gives pupils of compulsory school age experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Meet the needs of children of all abilities, enabling them to use their talents, face challenges and achieve their full potential.
- Provide a curriculum that enables all children to learn and make progress, make connections and apply their skills in different subject areas.
- Provide personal, social, health and economic education that reflects the school's aims and ethos.
- Encourage children of all abilities to think and reason independently.
- Promote diversity, equality and awareness of global and social issues.
- Take account of children's needs and abilities in order to create a positive environment in which their achievements are celebrated.

This will enable children to develop:

- Lively imaginative and enquiring minds with the ability to solve problems and argue rationally.
- Self-confidence, self-worth and self-esteem.
- A positive approach to learning with a willingness to apply themselves.
- Sound skills in speaking and listening, literacy, numeracy and computing.
- A recognition and appreciation of their own and others' achievements and aspirations, creating an atmosphere of mutual respect.
- Personal and moral values, showing an understanding of fundamental, shared values, tolerance, and respect for other cultures, beliefs and ways of life.
- The skills required to work independently, in a group or as a team.
- The knowledge and skills, both academically and socially, to prepare them for the opportunities, responsibilities and experiences of life in British society.



All children, regardless of ability, race, cultural background or gender have the right to the highest quality of education we can provide. In order to achieve this we:

- Provide a curriculum that has breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure that there is equality of access for all children to academic experiences.
- Use appropriate tasks and teaching techniques to support high expectations and appropriate challenges.
- Ensure that parents are kept informed of the curriculum relevant to their child through Class Guides.
- Review curriculum planning regularly.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, are motivated and enabled to succeed. Children who are experiencing difficulties in any way are identified early and given the necessary support, encouragement, guidance and, where necessary, different teaching methods and differentiated tasks are used.

Expectations of Staff

All staff are expected to promote the curriculum aims by:

- Employing a variety of teaching and learning methods.
- Having high expectations of children.
- Ensuring that all children are able to access the curriculum and are given opportunities to be successful through the creation of a positive and rewarding atmosphere.
- Delivering lessons which build upon previous experiences, providing continuity and progression.
- Providing learning opportunities which offer depth and challenge and which motivate and inspire children.
- Involving children in the learning process by giving regular feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- Developing children's skills to become independent learners.
- Working with children, other members of staff and parents to achieve shared goals.
- Keeping parents regularly and fully informed about the progress of their children through informal meetings, parents' evenings, grade sheets and written reports.



Curriculum Structure

The timetable is structured so that all pupils have an appropriately broad and balanced educational experience – please see Appendix for Curriculum Plan.

The timetable:

Years 3 - 6 have 45 periods each week. There are nine per day with five in the morning and four in the afternoon.

Reception, Years 1 and 2 have 35 lessons each week. There are four in the morning and three in the afternoon.

Kindergarten have two sessions in the morning. Kindergarten Yellow has one session in the afternoon and there is an optional afternoon session for Kindergarten Red.

Our children follow a common curriculum comprising:

| | |
|---------------------|-----------------|
| English | Reasoning |
| Maths | French |
| Science | Art & DT |
| PSHCE | Music |
| Computing | PE/Games |
| History | Swimming |
| Geography | Drama |
| Religious Education | Thinking Skills |
| Latin (Y6 only) | Ballet |

*See appendix for allocation of teaching time

Children are taught in mixed ability classes. If appropriate, the curriculum will be adapted to meet the needs of children with learning difficulties and those who are more able, gifted and talented (*see separate policies*).

In the Summer term, Year 5 girls are grouped for one double lesson per week based on whether they are sitting the Kent 11+. During the second half of the Autumn term, Year 6 girls are grouped for some of their English and Maths lessons according to whether or not they are sitting the Sevenoaks entrance examination.

The Learning Support department identify children’s individual needs and communicates these with class teachers and teaching assistants. IEPs and one-page summaries are circulated to staff for children with identified learning needs.

PSHCE has a timetabled lesson each week from Reception upwards and this is embedded into the EYFS curriculum for Kindergarten classes.

Every effort is made to ensure that individual music instrumental and LAMDA lessons are timetabled so that children do not persistently miss the same subject.



Early Years Foundation Stage:

At the Early Years Foundation Stage, children are working towards the Early Learning Goals. Kindergarten and Reception staff work closely together in planning the Granville curriculum.

The curriculum for the Foundation Stage underpins all future learning by promoting and developing the following seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Physical Development
- Expressive Arts and Design

In this stage, the pupils are taught predominantly by their class teachers, however Ballet, Computing, French, Music and PE are taught by subject specialists.

Key Stage One

At Key Stage 1, there is a broadly integrated curriculum but care is given to balance the subject areas and there is progressively more specialist teaching in these year groups. Class teachers, supported by classroom assistants, provide the majority of the curriculum but specialist teaching continues in Ballet, Computing, Drama, French, Music and PE.

Key Stage 2

In Key Stage 2, there is some integrated teaching but the use of specialist teachers for individual subjects increases significantly. From Year 3 onwards the classes are split into two mixed ability groups that follow a parallel curriculum. They are taught by specialist teachers for English, Maths, Science, Art & DT, Computing, Drama, French, Music and PE/Games. Year 3 classes have a teaching assistant assigned to each class and one further teaching assistant is shared between Years 4-6.

All children are prepared to take examinations in Year 6 and the curriculum is designed to take account of the particular requirements of individual schools. The school will give the necessary examination practice to meet the high standards required. This provision will vary to meet the needs of individuals and year groups. Advice is given to parents about the schools that are potentially appropriate for their child through formal and informal meetings.

The Learning Environment



In order to ensure that all children have the opportunity to fulfil their potential, a positive and caring environment is created. Organised resources, stimulating materials and bright, colourful, language-enriched and interactive displays, often featuring children's work are evident throughout the school.

Pupils have the use of specialist subject rooms for Computing, Science, Art, French, Music and Drama. Years 5 and 6 have access to the senior Maths and English rooms. The Early Years have a purpose built facility to meet their needs.

The timetable provision allows pupils to acquire skills in speaking and listening, literacy and numeracy. Other opportunities such as assemblies, drama productions, internal and external workshops, participating in fundraising events and school trips give all pupils regular opportunities to practise these skills.

Enrichment of the curriculum

The curriculum is enriched by:

- a range of before and after school clubs
- individual music lessons
- educational visits
- theatre visits
- internal and external workshops
- residential trips in England and France
- sports events
- drama productions
- modern technology in classrooms (interactive whiteboards and pupil/staff iPads)

Policy Documentation

The Headmistress and the Director of Studies have responsibility for the leadership of the curriculum, and for monitoring its provision.

Subject Policies

Each subject area has a policy written by the Subject Co-ordinator which is discussed with teaching staff and reviewed every two/three years.

It is the responsibility of the Subject Co-ordinator to keep up-to-date with the needs and changes within the school and new developments outside. Any requirements should be communicated to the Director of Studies who will ensure that there is an opportunity for staff discussion within the curriculum development process. Progression is monitored through the planning of schemes of work and through scrutiny of lessons and pupils' work.

There is a regular programme of curriculum review and development planned each September by Senior Management.



Where a general need is identified, for example children need to develop skills at working independently, it is expected that individual Subject Co-ordinators will give clear direction as to their subject's relevant contribution.

Although each subject area has its own clearly defined policy, it is expected that skills and knowledge should be applied and developed across the curriculum.

Weekly Planning

All teachers provide the Director of Studies with a weekly plan. This is submitted by each Monday for full time staff and before the morning of the first day of work for part-time staff. The plan should include:

- An outline of the concepts and topics to be covered during the week in all subjects, including clearly differentiated tasks where applicable
- Homework tasks
- Resources and assessment opportunities
- An evaluation of the previous week's work

Medium Term Plans

These are submitted by subject teachers to the relevant Subject Co-ordinators and are reviewed with the policy documents every two/three years.

Assessment/Communication with parents

The Assessment Policy contains information about pupil assessment and the communication of assessment information/data to parents.

Linked Policies:

- Assessment Policy



Appendix Curriculum Plan

| Class | Rec | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------|-----|----|----|----|----|----|----|
| Eng | 9 | 8 | 8 | 10 | 9 | 9 | 8 |
| Maths | 7 | 8 | 8 | 9 | 9 | 8 | 8 |
| Sci | | | | 3 | 4 | 5 | 5 |
| Hist | | | | 2 | 2 | 2 | 2 |
| Geog | | | | 2 | 2 | 2 | 2 |
| Topic | 6 | 3 | 3 | | | | |
| Computing | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Fr | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| RE | | 1 | 1 | 1 | 1 | 1 | 1 |
| Art/DT | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| PSHCE | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Games | | 2 | 2 | 2 | 3 | 2 | 3 |
| PE/Swimming | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Drama | | 1 | 1 | 1 | 1 | 1 | 1 |
| Music | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Recorders | | | | 1 | | | |
| Outdoor Learning | 2 | 2 | 2 | 2 | | | |
| Reasoning | | | | | 2 | 2 | 1 |
| Ballet | 1 | 1 | 1 | 1 | | | |
| Thinking Skills | | | | | 1 | 1 | 1 |
| Latin | | | | | | | 1 |
| | 35 | 35 | 35 | 45 | 45 | 45 | 45 |

* some variations occur throughout the year based on swimming lesson rotations and once exams finish for Y6