



WARLINGHAM PARK SCHOOL

Warlingham Park School

Curriculum Policy

This policy applies to the whole school, including the EYFS

Aims:

At Warlingham Park School, we aim to provide a unique and inspiring educational journey for all our pupils from their years in EYFS to when they leave us at eleven years old. We believe in nurturing the individual in a safe, inclusive environment that will also challenge them to achieve their best and make notable progress. Our curriculum forms the structure for this learning to take place. We aim to teach children how to grow into inspired and motivated learners with a lifelong passion for learning.

Warlingham Park School implements a written policy on the curriculum, which is supported by long term and short term plans. The school seeks to implement this policy through adherence to the procedures set out in the rest of this document. This policy applies to all members of Warlingham Park School, including those in our EYFS setting. The school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document. This policy is available to relevant parties, including parents and prospective parents, in accordance with our statement on the provision of information, and should be read in conjunction with our Special Educational Needs Policy and Assessment Policy

1. EDUCATIONAL PROVISION

- Warlingham Park School provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) and will give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- The subject matter will be appropriate for the ages and aptitudes of pupils, including those pupils with an EHC Plan
- The school will 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.
- Pupils will acquire speaking, listening, literacy and numeracy skills.
- Where the principal language of instruction is a language other than English, lessons will be in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country.

- The school will provide for a pupil who has an EHC plan an education which fulfils its requirements;
- The school will provide personal, social and health education which reflects the school's aims and ethos.
- The school will provide for pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- All pupils will have the opportunity to learn and make progress and will make adequate preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

1.1 General

The School undertakes to provide for each child in its care an education which:

- Satisfies legal requirements.
- Is consistent with maximising the potential of the individual child in academic and other areas (e.g. music, arts, physical education, technology).
- Caters adequately for the moral and spiritual needs of the child.
- Is reviewed regularly and tailored to suit the needs of the individual.
- Is as broad based as possible given the limitations of the individual child.
- Holds open as many choices as possible for the individual.

1.2 Curriculum

At Warlingham Park School, we aim to:

- Provide a modern and relevant education recognising individual needs.
- Equip our pupils with a range of life-skills – academic, social, creative and sporting.
- Build confidence and self-esteem and prepare our pupils for the next step in their education.
- Promote the spiritual development and moral welfare of each individual.
- Generate an understanding of the need for care and consideration for others within our community and the wider world.
- Work in partnership with parents and carers to help our children achieve their full potential.
- Enable pupils that attend our school to reach high standards of attainment, while nurturing intellectual curiosity, creativity and independent thinking
- Set challenging expectations of education standards and achievement, acknowledging and challenging discrimination in all forms.
- Acknowledge specific individual needs and meet them as far as possible within available resources.
- Develop a resilience approach to learning – while encouraging perseverance, empathy and listening, collaboration and questioning.
- Develop the children's ability to learn and metacognitive skills.
- Ensure the ethos of the school provides a valuable learning experience for all young people.

1.3 In drawing up our whole school curriculum, we will:

- Establish high expectations
- Establish standards
- Build the curriculum alongside our stated 'Aims' as defined on our school website
- Create a curriculum that fulfils our mission statement to be a place to nurture, challenge and inspire

1.4 When planning the curriculum, we will ensure that it:

- Draws on and recognises the value of linguistics, religious, cultural and ethnic diversity, and that it presents positive images of diversity to our pupils.
- Caters for the needs of all pupils including those with special needs, gifted and talented pupils.
- Is enriched with opportunities to develop skills of resilience, perseverance, positivity, collaboration, independence, creativity and communication
- Provides opportunities for leadership and challenge.
- Uses available resources effectively to meet the individual needs of all pupils.
- Provides all children with a breadth and balance to their day, week, term and year.
- Provides opportunities for using IT and online learning platforms across the curriculum where possible and appropriate.

1.5 In particular, pupils will:

- Have an education that enables them to develop the knowledge, understanding and skills identified in the schemes of work.
- Be shown respect as learners and individuals.
- Have planned opportunities to develop their literacy and numeracy skills.
- Have particular experience in music, drama, languages, technology and sports
- Experience a framework of personal, social and health education and citizenship.
- Have opportunity for a comprehensive Relationships and Sex Education (RSE).
- Experience social, spiritual, moral and cultural development.
- Receive accurate and helpful feedback from teachers on how well they are doing at school and ways of improving their work and guidance to achieve personal learning targets.
- Work in a learning environment that is safe, secure and stimulating.
- Participate in a variety of activities that enrich the curriculum, for example local, national visits, performances, sport and extra-curricular activities.

1.6 In addition, pupils with special educational needs (SEND) will have access to:

- An assessment of their needs.
- Differentiation within the curriculum to meet their varying needs.
- Individual Education Plans to support their progress.
- Support within lessons where required with existing resources.

All pupils will be supported through:

- The schemes of work of the School
- Opportunities to develop social, speaking and listening and critical thinking skills
- Appropriate homework and independent projects
- Opportunities to take part in educational visits
- Opportunity to take part in performances of drama and music
- Individual music tuition where requested
- Opportunities for outdoor and extra-curricular activities
- Opportunities for 'adventurous' outdoor activities such as the school's regular trips and visits and our on-site Forest School
- Opportunities for competitive sport
- Participation in the Moore Cup Award for personal development

To establish standards:

- We set high expectations for pupil attainment, behaviour and attendance.
- We regularly monitor and compare our school's national assessments against national and local benchmarks. We identify our strengths and weaknesses in order to raise our pupils' attainment further.
- We analyse pupils' performance and develop strategies to address weaknesses where they occur.

1.7 The Role of Parents

Warlingham Park values parents as an important part of the educational process. The school operates an open door policy with parents, inviting them to discuss any issues or concerns 3 as soon as they arise. The Headteacher and staff meet many parents at the end of the school day as children are collected. Through this regular informal contact, we are able to gauge parents' views about the school and staff are able to feedback directly to parents regarding any concerns they have about children' progress. The school conducts regular parent/teacher consultations so that the school can communicate effectively with parents about all aspects of school life. This is in addition to a regular newsletter, the weekly 'Friday Flyer' and an informative website.

1.8 Planning

The curriculum is planned in three stages:

1. Long Term Planning which gives an overview of themes to be covered in the year. These are reviewed annually
2. Medium Term Planning gives objectives to be covered in each area of the curriculum per half term and week by week guidance to the teaching and learning.
3. Short Term Planning in English and Maths are the weekly plans which can be amended according to the needs of the pupils being taught.

2. POLICY ON THE NATIONAL CURRICULUM

2.1 Warlingham Park School's approach is to utilise the National Curriculum as a basis for learning and as a structure. Wherever feasible, we would seek to enrich beyond the bounds of a prescriptive curriculum. We value our independent status and are able, therefore, to promote curricula and teaching methods that we deem to be appropriate for our pupils. Parents value the fact that we are 'different' from local maintained schools. The national programmes of study for English and Mathematics are used as the basis for medium and long term planning and as a formative measure of attainment each term.

2.2 Early Years Foundation Stage

In the EYFS, Warlingham Park follows all of the statutory areas of learning. The seven areas of Learning and development– 3 prime and 4 specific:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These areas are distributed appropriately across the week. Pupils are provided with adult led, adult framed and child initiated activities during the week. We base our planning on the principle that young children learn through play and by engaging in well-planned, structured activities.

The curriculum planning focuses on the Early Learning Goals and staff make detailed observations of pupils in order to inform the next steps of learning. These are recorded in each child's individual 'Learning Journey' portfolio which builds on their Baseline assessment.

2.3 Key Stage 1:

In practice, we 'shadow' the National Curriculum closely, especially in the 'core subjects', while at the same time introducing the children to subjects that are outside its scope. We also begin to introduce some subject specialism into the children's timetable (Music, Games, Technology and French). Pupils in Year 2 sit the internally marked Key Stage 1 SATs, whilst pupils in Year 1 sit NfER tests at the end of the year alongside the Phonics Screening Test.

2.4 Key Stage 2:

Whilst seeking to deliver a broad, rich education we have always maintained that the core areas of English and Mathematics are the keys to every child's progress. The National Curriculum has often proved prescriptive in other areas. Consequently, whilst again 'shadowing' much of the National Curriculum, we allow some element of flexibility in all curriculum areas.

We use the externally marked formalized SATS tests for our pupils in Year 6. In addition, we use the NfER test bi-annually for English Spelling, Punctuation and Grammar, Reading and Mathematics, which provide a comparable standardised score.

3. Monitoring and Review

This policy is reviewed every two years, however it may be amended earlier if legislation or our school procedures change.

The implementation of this policy is monitored by our Headteacher and Deputy Headteacher.

March 2020

This policy will be reviewed every 2 years	
Title	Curriculum
Author	Sarah Buist (Headteacher)
Approved by SMT	March 2020
Latest Review (were changes made)	Yes, March 2020
Next Review Date	March 2022