



Name of Policy:	Curriculum Policy (for the whole school including EYFS)
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ISI Regulation:	Quality of Education Provided (Part 1)
ISI Paragraph:	Curriculum (Paragraph 2)
Linked Policies:	Learning Support SEND EAL AGT Equal Opportunities Marking Assessment, Recording and Reporting Teaching and Learning Subject Policies
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1. Introduction

The curriculum is made up of all the planned activities that we organise to promote learning, personal growth and development. It is integral to helping the children develop into positive, responsible people, who can work and co-operate with others whilst developing the knowledge and skills that will allow them to achieve their true potential.

2. Aims and Values

Garden House aims to provide a stimulating and supportive environment in which our children gain an enthusiasm for learning, enabling them all to make good progress. We provide a broad and balanced curriculum, placing emphasis on developing the whole child.

Our children are encouraged to become independent thinkers who are kind, have a positive self-image and respect those around them. The children are not burdened by rules but are taught to live according to our Kindness Code, a set of seven pointers for living and working successfully and happily with their friends and teachers.

We aim to create a framework in which children develop confidence and courage. Garden House children are encouraged to be interested in the people around them, their surroundings and to take the opportunities life presents. They are respectful and understanding of custom and tradition, treating people from all walks of life with kindness and respect, valuing all.

Our children develop the skills to communicate readily and effectively, remembering that listening is at least as important as speaking. A Garden House child appreciates the value of a team and enjoys working as part of one, recognising how team collaboration can enhance an individual performance.

Garden House children develop an understanding and appreciation of the ideals which underpin British values and are willing to stand up for those values with confidence and courage. They value their environment and look at the world around them with curiosity and wonder.

In order to give effect to this, the curriculum shall:

- enable all children to learn and develop their skills to the best of their ability, taking into account their age, aptitude and needs, including those with EHCPs;
- allow all children to have the opportunity to learn and make good progress;
- promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- give children effective preparation for the opportunities, responsibilities and experiences of adult life in British society;
- provide personal, social, health and economic education (known as 'Life & Culture'), which reflects the school's aims and ethos and encourages respect for others particularly with regard to the protected characteristics set out in the Equality Act 2010;
- provide spiritual, moral, social and cultural development through RE, assemblies, Life & Culture, collective worship and the Kindness Code;
- give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- enable children to acquire speaking, listening, literacy, mathematics and computing skills;
- increase children's knowledge and understanding of nature, materials and forces developing the skills associated with science as a process of enquiry;
- enable children to be creative and to develop their own thinking;
- foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- develop the children's physical control and coordination as well as their tactical skills and imaginative responses helping them evaluate and improve their performance;

- help children acquire knowledge and understanding of the basic principles of fitness and health;
- teach children about the world around them, including how the environment and society have changed over time;
- help children understand Britain's cultural heritage; promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance; and,
- fulfil all the requirements of the National Curriculum, 8+ and 11+ syllabi preparing the pupils academically, emotionally and socially for transition to their next schools and beyond.

For pupils below compulsory school age, we follow the EYFS guidelines. We provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development, communication and language skills, mathematics, understanding the world, literacy, and expressive arts and design. In KSI, Science, History and Geography are taught together as Topic.

3. The Curriculum

At Garden House School, we offer full-time supervised education for pupils of compulsory school age and supervised part-time education for children below compulsory school age. We provide subject matter, texts, experiences and opportunities relevant to the ages and aptitudes of all children. Timetabled lessons usually occur between 8:30am and 4:00pm on weekdays during term time. These lessons are complemented by homework and pre-school or after-school clubs. The Curriculum Grid records teaching time allocated to each subject.

We differentiate the curriculum as appropriate to meet the needs of pupils with learning difficulties, special educational needs and disabilities (including those who have EHCPs), English as an additional language (EAL), and/or able, gifted or talented (AGT) attributes. Our pupils below compulsory school age receive a programme of activities that is appropriate to their educational needs.

Organisation and Planning of the Curriculum

Our Curriculum is organised according to the following areas of timetabled education and we recognise that some subjects fall into more than one area:

Linguistic (English, French, Spanish and Latin), Mathematical (Mathematics), Scientific (Science), Technological (Computing, elements of DT, elements of Music), Human (History, Geography, RE), Social (Life and Culture), Physical (PE, Sport, Ballet/Dance, Fencing) and Aesthetic and Creative (Art, Dance, Drama, Music, English).

The differentiation and support/extension structures we have in place enable all children to access the curriculum and to have the opportunity to learn and make progress. Where a pupil has an EHCP, the school ensures that its requirements are fulfilled and the planning of lessons takes into account an understanding of the aptitudes, needs and prior attainments of the pupil.

We plan our curriculum in three phases which are reviewed regularly:

We agree a long-term plan for each key stage. This indicates which topics are to be taught in each term, and which topics are to be taught to particular groups of children.

With our medium-term plans, we give clear guidance on the objectives when teaching each topic. Our medium-term plans are adapted from a combination of the National Curriculum and the ISEB curriculum, plus other appropriate sources.

Our weekly plans (where applicable) are those that our teachers write on a weekly or on a daily basis. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson in order to cater for all children in the class. Classroom resources are of a high quality and used effectively.

Assessment against the lesson objectives occurs frequently, alongside other more formal assessment mechanisms such as examinations and standardised testing. Pupils' performance is assessed and evaluated regularly and reported to parents through parent meetings and written reports.

In the Early Years Foundation Stage (EYFS), we plan the curriculum carefully so that there is coherence and full coverage of all aspects of the Early Years Framework and there is planned progression in all curriculum areas.

As the curriculum progresses through Key Stage 1 and 2, greater emphasis is placed on the core and foundation subjects and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. At the end of Key Stage 1 (boys) and Key Stage 2, we also tailor our curriculum for the 8+ and 11+ Entrance examinations.

4. Children with Additional Needs

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in close consultation between parents, teachers and relevant Learning Support staff.

SEND

At Garden House, we recognise the significance of any child's specific or learning difficulties and/or disabilities and aim to identify and give support in those areas which require extra help. We recognise the fact that pupils will attain different levels at different times, and that some will require an increased level of support in order to maintain progress. All teachers are teachers of additional educational needs and provision for pupils with a learning difficulty is a matter for the school as a whole. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the child does not make adequate progress, they may be identified as having special educational needs or disability (SEND). We believe that if a child is to achieve his/her full potential, they need to feel confident, valued and motivated. In order to achieve this we aim to nurture the academic, social, moral, physical and emotional aspects of each child's learning. Reasonable adjustments will be made, where possible, to remove the disadvantage for a disabled person so that they have access to the curriculum.

See the Learning Support Policy for more information.

EAL

Pupils with English as an additional language (EAL) usually come to us with a sound understanding of English and/or access to an English speaker at home. However, these pupils and any others who arrive with a greater level of need can be supported both inside and outside the classroom.

See the EAL Policy for more information.

AGT

Pupils recognised as Able, Gifted and Talented (AGT) are usually identified by the class teacher, AGT co-ordinator and relevant Head. Additional or extension work is provided for them through classwork, homework and certain after-school clubs.

See the AGT Policy for more information.

5. The role of the Heads of Subjects (see HOS Handbook for more information)

The role of the Head of Subject (HOS) is to:

- provide a strategic lead and direction for their subject;
- support and offer advice to colleagues on issues related to their subject;
- monitor pupil progress in that subject area, attending assessment meetings;
- provide efficient resource management for their subject;
- keep up to date with new developments in their subject, passing this information on to the relevant teachers;
- run INSETS and 'Twilight' sessions as appropriate;
- undertake both lesson observations and book reviews;
- Monitor planning.

6. Monitoring and Review

The Deputy Head and Assistant Head (Academic) are responsible for monitoring the way the school curriculum is implemented at Key Stages I and II, through management of HOS and the arrangements/organisation that relate to the curriculum. In EYFS the two Early Years Coordinators and the Head of Early Years manage and monitor the Early Years Curriculum (see EYFS policy).

The planning and the delivery of lessons is monitored closely by our HOS and Assistant Head (Academic). In the Autumn and Spring Term, HOS collect in plans and a selection of sample books from each class teacher. These are moderated against specific criteria and the findings are fed back to class teachers as well as the Assistant Head (Academic). In a similar way, HOS regularly carry out lesson observations in order to monitor the teaching, again this is fed back. Individual teachers use the findings to inform their next steps and the Assistant Head (Academic) analyses all of the findings in order to identify strengths and areas to develop in both planning and teaching. Good Practice meetings, support to individuals or specific year groups can then be tailored accordingly. In addition, HOS have responsibility for monitoring the way in which resources are stored and managed and for directing future action and expenditure within their department through strategic action plans, prepared in consultation with the Assistant Head (Academic), Deputy Head and the Heads.

The Director of Creative Arts and Languages (DOCAL) is responsible for overseeing the way Art, Drama, Latin, Modern Languages and Music are taught throughout the school. He/she examines long term, medium term and weekly plans and ensures that appropriate teaching strategies are used and that curriculum coverage and continuity is appropriate. The DOCAL will consult with the Assistant Head (Academic), Deputy Head and Heads as appropriate.

7. Relationships Education (RSE)

At Garden House School, we are aware that our children are growing up in an increasingly complex world. Many of these opportunities are positive and exciting but they will also face challenges and risks. We define Relationships Education as preparing our children to build positive, safe and respectful relationships both online and in the real world.

Our teaching of Relationships Education (RSE) intends to provide children with the knowledge, skills and understanding to lead happy and healthy lives within society, including online; becoming effective citizens who positively contribute to the world around them. Relationships Education is taught to help children build healthy and meaningful relationships based on mutual respect, tolerance and understanding. Children also develop an understanding of the importance of family in whatever form it takes. At Garden House, we work with our parents to share the aims of the Relationships Education policy so that they are equipped to support their children with their social, moral and emotional development at home.

See the Relationships Education (RSE) Policy for more information.

8. Learning Dispositions at Garden House

From Preparatory, we teach children to consider and evaluate themselves as learners inside and outside of the classroom. We teach this through the five learning dispositions which are embedded across the curriculum.

Our learning dispositions are:

- Independence
- Perseverance and Resilience
- An Ability to Reflect
- Courage
- Curiosity

Learning dispositions lay the foundations for how we develop children as effective learners in the classroom. We teach the children that how we address these dispositions determines our success in learning inside and outside of the classroom. This is achieved through the following:

Planning

Teachers look for opportunities to discuss and consider learning dispositions during lessons. This might take the form of considering a text where someone is demonstrating a learning disposition, a plenary which asks children to highlight a learning disposition they have shown this lesson or through a learning objective which identifies the importance of using a specific learning objective to be successful in the lesson.

Marking

Teachers will identify when a child has demonstrated a learning objective through specific comments when marking. They may also use a learning disposition sticker to share this success with a child.

Extra-curricular opportunities

Children's extra-curricular opportunities help to embed learning dispositions into every area of life at Garden House. Teachers will reference these during shows, concerts, Carol Services, trips and Gardeniversity Challenge. Children meet a range of different speakers and authors who exhibit our learning dispositions and this is made explicitly clear to children during a visit.

Assemblies

Assemblies are used to introduce children to a specific learning disposition. Teachers may also celebrate when a child has shown a specific learning disposition by sharing this with the school during 'star of the week' or 'house captain' allocation.

9. The Kindness Code

The Kindness Code has been reproduced here to emphasise its importance within our curriculum:

Garden House School Kindness Code

1. I will be kind to everyone and care about the feelings of others.
2. I will say nothing that might be hurtful.
3. I will respect other people and their possessions.
4. I will try not to let people feel lonely.
5. I will share other people's happiness.

6. I will treat others as I would like to be treated.
7. If I have any worries, I will talk to an adult I trust.

The homework diaries have a page dedicated to the Kindness Code and this is discussed with the children at the beginning of the school year as well as being introduced at assemblies and referred to in Life & Culture lessons and in class.

Appendix 1: Key Stages and Year groups at Garden House

Key Stage	NC Year	Garden House Year	Age (years)
EYFS	Nursery	Kindergarten	3 - 4
	Reception	Preparatory	4 - 5
KS1	Year 1	Transition	5 - 6
	Year 2	Junior School	6 - 7
KS2	Year 3	Middle School I	7 - 8
	Year 4	Middle School II	8 - 9
	Year 5	Upper School I	9 - 10
	Year 6	Upper School II	10 - 11