



Crown House School



Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

Created: January 2021

Next Review: January 2022



This policy also relates to the EYFS though they also have a separate curriculum. This document sets out our school's vision and aims, which underpins our curriculum and a description of our curriculum. It should be read in combination with the Assessment, Marking, SEN and G and T Policies. This policy is set out with regard to Section 8 of the Education Act 1996 which gives pupils experiences in linguistics, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject leaders are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Subject leaders take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 3 to 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Crown House mission statement:

Everything that happens at Crown House has the pupils and their individual needs at heart. We create an environment in which children are happy, motivated to achieve and enthusiastic about their learning.



School aims:

- To enable every child to develop emotionally, spiritually, physically and academically in a caring environment.
- To provide a broad and balanced curriculum where every child's needs are catered for and where children have high expectations of themselves.
- To value and reward positive relationships, appropriate behaviour and good manner all times which promote high self-esteem, cooperation and consideration for all.
- To foster a spirit of cooperation and friendship between home, school and the wider community.
- To enable everyone to move on with confidence, positive memories and lasting benefits of their time with us.

The Crown House philosophy:

Our philosophy is founded on the belief that every child is an individual and with encouragement, hard work and praise can develop their potential to the full and achieve high standards. It is the responsibility of the school to provide a secure and nurturing environment where pupils enjoy learning and grow into confident and happy individuals ready to face the diversity of future challenges and capable of making informed choices and decisions.

Objectives of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges individuals academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding



- Enables our pupils to work collaboratively and successfully develop the ‘soft skills’ needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Ensures that pupils develop an understanding of Fundamental British Values and uphold these throughout the curriculum, including assemblies and PSHE lessons.

Crown House School offers our pupils the opportunity to succeed, to be recognised and to be valued. The pupils will develop the intellectual, emotional and ethical requirements to tackle the challenges that life will present, effectively preparing them for the opportunities, responsibilities and experiences of life in British society. To support the Fundamental British Values of democracy, the rule of law and individual liberty, we instill tolerance, mutual respect for others and the capacity to celebrate diversity, including different faiths and beliefs, and to embrace challenge. We aim to guide, motivate, inspire and nurture our pupils in order for learning to be a rewarding and enjoyable experience. We want each child’s time with us to be happy and for them to look back on their years here with pride.

We recognise the importance of delivering a curriculum to ensure our pupils learn the knowledge and skills required by the National Curriculum and to prepare them for their future schools. The children’s learning is enhanced outside their formal lessons. Assemblies, extra-curricular clubs, themed weeks, residential trips and the School Council are just some of the ways in which we aim to enrich their experiences, and we consider these to be an important part of the education on offer. Additionally, the pupils learn from the way they are treated and the School’s behavioural expectations (see Positive Behaviour and Exclusions Policy). We encourage appreciation and respect and tolerance for a variety of ethnic and religious beliefs and faiths and our teaching staff promote, by example, self-esteem and collaborative citizenship.

We aim to deliver exciting and challenging teaching and learning experiences for the children and ensure they all have access to the whole curriculum. Our curriculum is designed to enable each child in our care to fulfil their potential. All pupils learn and develop their skills to the best of their ability so that they become confident, resourceful, enquiring and independent learners, evaluating their own performance, and understanding what they need to do next in order to improve. The Early Years Foundation Stage will follow 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.

Linguistic Development

We aim for our pupils to be clear and confident communicators with the ability to use reading, writing, speaking and listening to access information and share their ideas. In addition to a full programme for teaching English, the children are taught French from Reception to Year 6.



Mathematical Development

We aim to develop an enthusiasm and curiosity for mathematics in order to allow pupils to make calculations, to understand and appreciate relationships and patterns in number and space, to apply mathematical language and skills to everyday life, to develop their capacity to think logically and to express themselves clearly.

Scientific and Technological Development

We aim to teach pupils about their world, both natural and man-made, including how their environment and society have changed over time and their role in its future development. The ability to effectively use ICT is an essential skill in modern society. Computing skills are taught in lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. Pupils also learn to write computer programs in their computing lessons.

Human Development

History and Geography are taught through topics in Key Stages 1 and 2. This is concerned with people, and their environment and how human action now and in the past, has affected events and conditions. We ensure that during a child's education at Crown House school they experience a broad range of knowledge and skills in these subjects.

Social, Moral, Spiritual and Cultural Development

At Crown House School we believe that effective learning requires a healthy, settled and evolved emotional life. We promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for future learning, encouraging them to think for themselves, to learn to select and use methods and resources and to be discriminating. We aim to develop their self-esteem and encourage them to respect the ideas, attitudes, values and feelings of others, showing respect for different cultures. We also enable pupils to have an awareness of their own spiritual and moral development, so that they understand right from wrong, and the importance of truth and fairness, allowing them to grow up committed to equal opportunities for all.

We teach pupils to be positive, responsible citizens, understanding their community and feeling a valuable member of it, so that they can live and work co-operatively with others, and make correct judgements in order to stay safe. Teachers model and teach acceptable and appropriate behaviour, both inside and outside the classroom.

Physical Development

At Crown House School we aim to cultivate each child's physical skills and confidence, through a healthy diet, adequate play, and a safe and spacious environment and organised sporting activities. We encourage the pupils to be fit and healthy, underpinning our belief that physically fit children are mentally fit children.



Aesthetic and Creative Development

Crown House School promotes participation in, and enjoyment of, creative aspects of the curriculum, such as art, music, encouraging the pupils to develop their imagination, spontaneity and individuality. We enable them to develop their critical and creative thinking skills, providing them with opportunities to solve problems in a variety of contexts, and to question and respond to challenges.

Organisation and Planning

The starting points for our curriculum include the National Curriculum, the Primary Frameworks for Mathematics and English, and the requirements of the 11+, Common Entrance and other Independent Senior School examinations. A proportion of the pupils therefore progress at a faster pace than is indicated by the National Curriculum Attainment targets. Specialist teachers collaborate in designing schemes of work that enrich the skills and content of each subject area.

Long term plans indicate the topics and objectives to be taught for each subject to each year group. The key objectives from the long term are recorded in termly schemes of work within each subject area. The termly plans provide the weekly objectives, learning outcomes, with suggested activities, resources, ICT and differentiation.

Content and Delivery

Our pupils receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full time supervised learning, with the school day as follows:

Year Group	Core School Hours
Pre-School	8.45 – 15.30
Reception	8.30 – 15.30
Year 1 and 2	8.30 – 15.30
Year 3, 4, 5 and 6	8.30 – 15.45

The Curriculum Process

Early Years Foundation Stage

In accordance with the statutory changes from September 2021, Reception follows the Early Years Foundation Stage through the teaching of three prime areas and four specific areas, as follows:



Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development

Specific Areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design

Each area of learning and development is implemented through planned and purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Pupils learn by leading their own play and by taking part in play which is guided by adults. There is an on-going judgement made by practitioners about the balance between activities led by the pupils and activities led or guided by adults. Practitioners must respond to each child's emerging need and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help prepare for more formal learning, ready for Year 1. An EYFS profile is completed to celebrate the progress of each Reception pupil at Crown House School. These are shared with the parents.

Key Stage One and Two

In Lower and Upper School the curriculum is taught through discrete subjects and topic areas are linked where relevant. Over the course of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects, with increased specialist subject teaching in Upper School. Our whole school curriculum map indicates the broad objectives and the links between subjects.

Work is planned by topic, usually over a term or half a term, as deemed relevant. These medium term plans contain the detail of the work to be covered, with a progression of learning objectives. The pupils are taught in mixed ability classes and our plans also indicate how the work will be differentiated.

Religious Education

Religious Education is available to all pupils. At Crown House School we give the pupils a broad-base of religious education, encompassing many faiths, to encourage knowledge, awareness and tolerance. This is done in a cross-curricular way throughout the school in lessons, assemblies and celebrated activities. We also follow the Discovery RE programme of study.

Personal, Social, Health and Economic Education (PSHE)

PSHE is catered for through assemblies, circle times, guest speakers, eco projects and science curriculum. We engender PSHE through our code of conduct which promotes our ethos, pastoral care, and recognition of achievements, Behaviour Policy and School Council, all of which promote a positive environment for learning. Crown House School believes that an effective whole child approach to learning requires a healthy, settled and evolving emotional life including the development of social skills towards adults and peers. We prioritise pastoral care and wellbeing of the pupils, adopting a happy and relaxed atmosphere in classrooms and around the school. A variety of teaching and learning strategies are used, including



group work and paired work, as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom.

We believe the pupils' opinions and thoughts must be heard and valued. The pupils are given a voice through elected school council members, chosen by each class from Years 2-6. These councillors are elected once a year. Minuted meetings are held in conjunction with the Headteacher and the teacher responsible for the School Council and councillors are then given the opportunity to feedback and seek out the views and opinions of their peers.

Our PSHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from PSHEE lessons, projects, form time, circle time, assemblies, and involvement in school and the wider community. Pupils are encouraged to play active roles to help them develop confidence in presenting their views, negotiating, working as teams and organising events. Fund raising for nominated charities, school fairs are some examples. Pupil surveys and suggestion provide opportunities for the pupils' voices to be heard.

British Values

We actively promote British Values throughout the curriculum and during our day at school. The values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths are promoted through such things as:

- School council
- Positive Behaviour and Exclusions policy
- Achievers certificates
- Visits
- Crown House values
- PSHEE
- Assemblies
- Religious Education

Relationship and Sex Education

We provide sex education within the science curriculum and within the RSE curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils in Year 6, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Physical Education and Games



All pupils are expected to take part in the school's Physical Education and Games lessons. Pupils can only be excused from these lessons for medical reasons, for which contact from parents is required, or other reasons agreed by the school.

Regular competitive fixtures are organised within the PE and Games Curriculum, encouraging sportsmanship, leadership, improvement of skills in a competitive situation and above all else an enjoyment of the activity.

Extra-Curricular Programme

We have a wide and varied programme of clubs to explore different curriculum areas further including creative and sporting activities that take place outside the formal curriculum. We value the opportunity for pupils to interact within mixed age and ability groups. This enhances our education provision. All pupils are encouraged to take part in the programme of activities.

Trips and Outings

School trips form an important dimension of a child's educational experience, taking the classroom into the outside world and forming shared experiences with teachers and peers.

All classes are expected to go on at least one trip per year to complement their learning in the curriculum. Extensive use is made of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest. (See Outdoor Learning Policy and Educational Visits policy).

Residential Trips

Residential trips provide pupils with the opportunity to learn new skills, such as problem solving and team challenges; to develop their organisational, team working and leadership skills; to build relationships with others, accepting and supporting them, and working cooperatively; to gain greater independence; and to become risk aware.

All trips are undertaken with due care and attention, complying with our Safeguarding, Health and Safety and Educational Visits policies.

Homework

Homework is intended to reinforce work done in lessons and to encourage independent study skills. By gradually increasing the amount given as the pupils' progress through the school, we aim to develop and support their ability to use their initiative and organise themselves. Expectations for length of homework and levels of support required are clearly conveyed to parents and reinforced by the class teachers at the curriculum evenings at the beginning of the academic year. Teachers ensure that homework expectations are consistent across the year group. The time spent on homework is valued by teachers and they provide prompt feedback to the pupils.



Children requiring additional provision

Our curriculum is designed to provide access and opportunity for all children through differentiated lessons and support. Some children require further adaptation to the curriculum to meet their individual needs. This may include learners with difficulties and/or disabilities (LDD), children with special educational needs and disabilities (SEND), children with English as an Additional Language (EAL), or children who are particularly gifted or talented (G & T) in some way. Support, enrichment and extension activities are documented in schemes of work in order to plan and differentiate for all learners.

We make every effort to meet the needs of each individual child including those with an EHC plan. We comply with the requirements set out in the SEND Code of Practice 2015. If a child is seen to require special provision, her teacher consults with the SENCO, who will make an assessment of this need. The Class Teacher will be given support to provide resources and educational opportunities which, in most instances, will meet the child's needs within the normal classroom setting. If a child's need is greater than that which we can provide within this normal classroom context, there are established courses of action to support the child with their learning (see SEN Policy, G&T Policy).

Effective Teaching and Learning

The school recognises that pupils have a variety of different learning styles. We aim to provide a stimulating learning environment which sets the climate for learning and promotes high quality work by the children. A variety of learning and teaching methods, learning displays, as well as materials and resources are used in all subjects to suit the different needs of our pupils. We encourage as much variety of experiences and multi-sensory learning as possible, working from tangible practical experiences to more abstract concepts as the child progresses. We encourage our pupils to think creatively and develop their own critical thinking as part of their curriculum, for example using 'thinking keys' to help stimulate them with their learning.

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them.

Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching;
- creating a positive and supportive atmosphere based on praise;
- treating children with respect and as individuals, listening to them sensitively;
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate;
- ensuring their expectations of the children are high;
- demonstrating good subject knowledge and competency in teaching the relevant skills, using teacher modelling;
- building upon the children's previous skills and knowledge, setting clear objectives that are easily understood, so the children know what they must do to be successful learners;
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding;



- communicating clearly and teaching using a variety of strategies, including effective questioning, teacher modelling and high quality verbal feedback and marking;
- managing pupils well, being consistently firm but fair (see Positive Behaviour and Exclusions Policy);
- assessing pupils' work thoroughly and using assessments to help and encourage pupils (see Assessment, Feedback and Marking Policy); and
- using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating.

Effective learning is shown when children are able to learn in different ways. These include:

- participating actively throughout the lesson;
- working co-operatively in small groups and pairs, using methods such as think-pair-share and talk partners, to enhance discussion and understanding;
- asking and answering questions;
- using first hand, multi-sensory experiences;
- working independently, using their own judgement to make decisions;
- investigating and solving real-life problems;
- researching and finding out;
- being creative and using initiative to design and make things;
- debating, taking part in role plays and presenting orally;
- using multi-media: watching television, using computers, digital cameras, IWB, data loggers;
- working outside and visiting places of educational interest;
- participating in physical activity; and
- evaluating their own learning using success criteria and AfL methods.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on their learning. We want them to realise that they have learnt effectively by:

- knowing that they have succeeded through the use of success criteria;
- feeling good about their achievements;
- feeling confident to do more;
- explaining what they have learnt;
- applying their learning to new situations; and
- teaching another child.

Assessment, Recording and Reporting

We believe that effective assessment provides information to inform teaching and learning, and is therefore an essential part of the teaching process. At Crown House School, assessment takes many forms,



both formative (AfL) and summative, and can be formal or informal. Teachers use standardised assessments to track the progress of individual pupils, in Mathematics and English. We use information collected from assessments to allow us to guide our future planning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do to improve.

We believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing assessment information with the parents at twice yearly Parents' Evenings, Autumn and Spring end of term reports and a full written report in the Summer. We aim to give parents clear and accurate information on their child's attainment and progress, so that teachers, children and parents are working together to raise standards.

Monitoring and Review

The Head and Senior Leadership Team have responsibility for the leadership of the curriculum, teaching and learning, and monitoring the effective delivery of this policy. This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities;
- ensuring staff professional development promotes good quality teaching and learning;
- monitoring the quality of teaching and learning through lesson observation and the scrutiny of planning and assessment data; and
- reviewing annual subject action plans and guiding in the development of the curriculum, teaching and learning.

The Deputy Head oversees and supports the EYFS Co-ordinator and the Subject leaders in developing and updating the curriculum and ensuring that there is progression and appropriate coverage.

The Subject Leaders are responsible for monitoring, planning and also the quality of teaching and learning in their subject areas, keeping up to date with curriculum developments and providing INSET when necessary.

Crown House School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). We are also committed to instilling in our 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.

This policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

