



Ivy House School

Curriculum Policy

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Job title: Deputy Headteacher

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Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

Please note: 'School' refers to Ivy House School 'parents' refers to parents, guardians and carers. This policy also applies to the EYFS.



Introduction

At Ivy House School, our aim is to provide a broad and balanced curriculum in an environment which challenges each child to be the best that they can be. The pastoral care and well-being of our pupils underpins all academic, sporting and extra-curricular successes. The curriculum consists of the planned activities we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of our curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. The curriculum is designed to provide a secure and imaginative basis for academic progress at each stage of children's development. It builds on traditional teaching methods whilst utilising the exciting opportunities provided by new initiatives and technologies. We aim to teach the pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Curriculum Aims and Objectives

The aims of our school curriculum are:

- To create a broad curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in a happy, secure and stimulating environment in which pupils learn to work with concentration and enthusiasm.
- That pupils acquire speaking, listening, literacy and numeracy skills.
- To foster the importance of each child as an individual, equipping her with the skills to be a lifelong learner, a well-rounded, happy and confident child.
- To promote the excitement and enjoyment in learning and investigating.
- To encourage pupils to be independent learners; to be aware and take control of their own learning.
- We encourage tolerance, mutual respect, courtesy and thoughtfulness for others in school and in the wider community.
- To promote democracy, the rule of Law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We aim to promote these values through the teaching of the Catholic Faith and all other aspects of our curriculum.
- Through individual learning we encourage pupils to develop their talents, interests and self-belief.
- To prepare the children for secondary school entrance exams.

Organisation and Planning

We plan our curriculum in three phases.



A long-term plan: We agree a long-term plan for each year group based on schemes of work for each subject. This indicates the topics taught in each term and to which groups of children.

Medium-term plans: These give clear guidance on the objectives to use when teaching each topic and the assessment criteria used by teachers to assess the pupils' understanding. In the Early Years, the planning follows the Early Years Foundation Stage Curriculum. We use national schemes of work as guidance for much of our medium-term planning in all non-core subject areas in Key Stage One and Key Stage Two. Each Medium-Term plan is created by the Subject Coordinators (where applicable) and class teachers to ensure progression in skills and continuity in learning.

Short-term plans: Each year group and subject teacher will compile these on a weekly basis. They will set out the learning objectives for each session and identify resources and activities which are going to be used in the lesson. It will also identify differentiation for each lesson at this stage, where necessary.

All Long-, Medium- and Short-Term planning is saved on the Staff Shared Site so that all staff have access to them for teaching, learning and monitoring processes.

Children with Special Educational Needs

Our curriculum is designed to provide access and opportunity for all children who attend the school, including those considered to have SEND or who have EAL. If it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents, the SENDCo, Headteacher and any other outside agency staff involved.

If a child has a specific need, our school does all it can to meet these individual needs in accordance with the [SEND Code of Practice \(2015\)](#). In most instances the teacher can provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children with special needs where appropriate.

The SENDCo, in consultation with the class teacher and parents of the child, provides an Individual Education Plan (IEP) for each of the children who are identified as needing additional support. This sets out the nature of the special need, and outlines how the school will aim to address the need. IEPs are reviewed half-termly.

The Foundation Stage

Our Foundation stage is made up of our Nursery, Pre Reception and Reception Class.

At Ivy House School, we believe that the Foundation Stage prepares children for learning in Key Stage One. We feel that the Foundation Stage is a critical time in children's development. The children develop rapidly in a variety of ways: physically, intellectually, emotionally and socially.

The seven Areas of Learning and Development are:

Prime Areas:



- Communication and language (Prime area): This focuses on giving children opportunities to experience a rich language environment. To develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. We help children become effective communicators and with the ability to use language to problem solve, discuss and to build relationships with

others.

- Physical development (Prime area): split into gross and fine motor development, this involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. They are also helped to understand the importance of physical activity, and to make healthy choices in relation to food and exercise.
- Personal, Social and Emotional Development (PSED) (Prime area): involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas:

- Literacy (L) development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics (M) involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the World (UW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design (EA&D) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

At Ivy House School, we believe that these seven areas of learning are inter-dependent in promoting the development of a rounded child. The seven areas of learning help our Early Years practitioners plan the learning environment, activities, experiences and framework for the Nursery and Reception curricula. This does not mean that all young children's learning is divided into these areas; one experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning. We are also mindful of the school's position as a preparatory school, preparing children for the transition to Year 1 and ultimately for the 11+ school entrance



procedure. It is our aim that this preparation and development across all areas of learning are delivered through planned, purposeful play-based activities, with a balance of adult and child-led activities.

Key Stage One and Two

Throughout the rest of the school, we use the National Curriculum Schemes of Work and various published schemes for the basis of our ideas and topics to provide a broad and balanced curriculum. We adjust the objectives and topics to suit the needs of the child's in the class. The children will not be confined by the national targets but will be encouraged to attain their full potential. They are introduced to all areas of the traditional primary school curriculum. Throughout the school specialist teachers teach Drama, Music, French, Mandarin and PE. In the Upper School, Years 5 and 6, Mathematics, English and Science are taught by specialist teachers.

Literacy: The Literacy curriculum ensures children are provided with opportunities for speaking and listening, spelling, grammar, writing comprehension, handwriting, reading and comprehension. We focus on listening and responding to adults and peers, building on children's vocabulary, and encouraging children to articulate their knowledge and feelings. We believe all children should develop a love of reading. Children use their phonic knowledge to decode words and participate in discussions about a variety of books. We develop handwriting using cursive script. Children combine their literacy skills to plan, draft and write their own texts based on the class weekly text focus. Throughout the school, schemes such as *The Power of Reading* are used to develop an engaging hook into Literacy teaching.

Mathematics: Our mathematics curriculum focuses on children embedding the key principles of maths: number & place value, the four operations, fractions, measures, geometry (properties of shape and position and direction) and statistics. We spend significant time ensuring children grasp these principles and are ready for more challenging work as they progress through the school. Problem-solving is embedded into the lessons to encourage mathematical thinking and make links across the key principles, with a focus on children developing a mastery of each of the mathematical topics. Maths is taught through written, practical and computer-based activities. A variety of concrete manipulatives are used across the school to introduce, develop, and deepen children's understanding of mathematical concepts. Long- and medium-term plans use the White Rose Maths schemes of learning. Resources and lessons are created from a range of sources, including White Rose Maths, Power Maths, NRich, and NCETM.

Science: Science is a core subject and is taught through topic areas. Children develop practical scientific skills including questioning, observation, identifying and classifying, performing simple tests,



making predictions, and reaching conclusions. Children are given opportunities to learn and become curious about the world.

Humanities: History and Geography are taught through cross-curricular themes and topics in Reception to Year 6. In History, children consider significant global or national events e.g. the Great Fire of London, and the lives of significant individuals in the past such as explorers like Christopher Columbus. In Geography, children use maps to learn about the world's continents and oceans and the countries that form the United Kingdom. They make comparisons between where they live and another non-European country. They develop an awareness of the world's climate. In the upper school, the geography curriculum focuses on places, their locations and patterns; processes, including environmental change; and the concept of sustainable development. In history children consider the causes and consequences of historical events, comparing the differences between ways of life at different times. The children focus on the eras from Pre-Roman Britain to the Vikings, they explore Early Civilizations around the world and undertake case studies on a local history study and more recent history including World War II.

Art and Design: Art is taught by class teachers and aims to develop children's creativity and imagination through drawing, painting and sculpture. The children explore and begin to understand use of colour, shape, space, pattern and texture in EYFS and KS1. They study the work of a range of artists and make comparisons with their own work. In KS2, children look to develop their art and design techniques, including drawing, painting and sculpture. Children create a sketch book of their work and their final art piece is displayed in school. Through the art curriculum the children learn about artists, architects and designers in history.

Music: All children have weekly class music lessons taught by a specialist teacher. During these lessons, they sing, play percussion instruments, compose and listen to music. The children learn and use staff and other musical notations, explore the history of music and experience music from many traditions and composers. Many children also have individual instrument lessons; the skills developed in these lessons are used throughout the rest of the school day and help develop each child's personality. The children are also given opportunities to perform in assemblies and school productions.

Drama: A specialist Drama teacher works with the children to enhance their performance skills. Every child in the school has the opportunity to perform in a drama production. These performances include a Nativity for EYFS and the lower school, Shakespeare in schools for Years 4 and 5, and end-of-year productions for Nursery and Years 4 to 6.

MFL: French and Mandarin are taught as modern foreign languages to all children from Nursery as part of the normal school curriculum. The earlier a child is exposed to a foreign language, the faster the language in question is acquired.

Digital Literacy & Computing: Digital literacy is embedded throughout school life and teaching. All teachers teach children to become digitally competent and develop IT skills. Early teaching includes programming bee-bots and computer software, using technology to store and manipulate digital content, understand how technology is used in everyday life. Children will learn how to design, write



and debug programs. They will make their own games and become familiar with sequence, selection, and repetition in programs. They will also learn how to use search technologies effectively, appreciate how results are selected and ranked. The children will select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. There is an opportunity to create animations, films and edit photos. Using technology safely, respectfully and responsibly is a common theme across the school.

Physical Education: With a specialist trained teacher, the children are encouraged to develop their physical skills and spatial awareness. The children develop skills across a variety of sports including athletics, cricket, dance, football, gymnastics, hockey, netball, swimming and tag rugby. There is a focus on competitive sporting activities to develop their teamwork skills.

Religious Education: We recognise that learning about, promoting tolerance for and respect of different faiths is important. The religious education curriculum extends children's knowledge and understanding of world religions. The curriculum includes belief and values, the significance of key leaders, types of worship, celebrations and festivals and place of worship.

Personal, Social, Health and Economic Education: The PSHE curriculum focuses on three key themes: Health and Wellbeing, Relationships and Living in the Wider World and follows the PSHE Association guidelines. Wellbeing stems throughout the PSHE curriculum. Through teaching children explore core values, resilience, courage, core values, bouncing back from setbacks, understanding emotions and relationships, the importance of humour, the ingredients for success, understanding and tackling bullying, understanding their physical and emotional selves. Opportunities to develop a sense of the value of money are also created outside the classroom with real life scenarios, such as a toy sale, the school fair and charity initiatives (*see PSHEE and RSE policies*).

Assessment

Effective assessment provides information to improve teaching and learning. Our pupils receive regular feedback on their learning, both verbal and written, so that they understand what it is they need to do to make progress and reach their full potential. We provide regular opportunities for self-evaluation (*please see Assessment Policy*).

The Nursery and EYFS

Throughout the Nursery, children will be observed and tracked using ARC Pathway. These observations will be carried out regularly in line with the new EYFS Framework, September 2021, and shared with Parents on a half termly basis.

On entry into Reception, a baseline assessment using PIPS BASE is carried out. This, combined with teacher observations of each pupil within all areas of the EYFS curriculum, provides a view of each children's starting point. Throughout the school year, teacher observations are carried out regularly and are then used to make termly judgements against age-appropriate development matters statements and end of year Early Learning Goals (ELG) and are stored on ARC Pathway. The judgements inform future lesson planning and are shared with Parents every half term.



PIPS Follow Up is then repeated at the end of Reception. This provides a view of each children's progress across the year, with value added assessment, as an on-going formal record measured against national levels as well their own progress.

KS1 and 2

In Year 1- 6, children are assessed every half term for their reading, comprehension, spelling, and maths. Year 3 to Year 6, take the CATs test in October. A standardised score and age are recorded for Verbal reasoning, non-verbal reasoning, spatial and quantitative assessments to enable us to track the children's progress. In June, Years 1 to Year 6 take the INCAS which also provides a standardised score and age is recorded for Reading, Gen Maths, Mental Arithmetic and Developed Ability assessments to enable us to track the children's progress. PTE and PTM tests are taken for Years 1 to 6 in the Autumn term and Summer term to support tracking progress and attainment in literacy and maths respectively.

Reporting to parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We have a curriculum morning at the start of the year to inform parents about regular routines, events and the specifics of the curriculum for that year group. This is supported by the curriculum overviews, shared with the parents at the beginning of each term.

We have three formal written reports each year. All year groups have a report for the core subjects with targets for autumn and spring, and a summative report including feedback on all the child's progress and attainment, and effort in all their subjects at the end of the year.

There are formal parents' evenings in the Autumn and Spring Term, which give parents the opportunity to discuss the reports and their child's progress. Should an issue arise staff meet with parents during the year as and when necessary.

Monitoring and Review

The Headteacher, Deputy Head (SENDCo) and the Assistant Head are responsible for monitoring the way the school curriculum is implemented.

The class teachers are responsible for the day-to-day organisation of the curriculum and hold weekly meetings with the teaching assistants in their year group. The Headteacher, Deputy Head and the Assistant Head monitor the planning for class teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.