

## Curriculum policy – Coram House

### Introduction

At Coram House we define our curriculum as all the planned activities that we as a school organise to promote learning, personal growth and development. It includes not only the formal requirements of our curriculum but also the range of outdoor and extra-curricular activities that the School organises to enrich the experiences of our children. It also includes the “hidden curriculum” which is what the children learn from the way they are treated and expected to behave.

Our curriculum aims to provide an opportunity for development of the “whole” child – giving children experience in linguistic, mathematical, scientific, technological, global, human and social, physical, and aesthetic and creative education. We provide all pupils with the opportunities to develop academic and life skills, responsibilities, independence and resilience ready for the next phase of their education. We strive for the best possible outcomes for all our children.

We aim to develop the skills of critical thinking and problem solving and we encourage children to take ownership of their learning thus becoming successful life-long learners who contribute to society and challenge themselves.

### Our aims

Ackworth School’s (the School) purpose is to create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others.

Coram House aims for its pupils to become adept and self-motivated learners. We aim to promote learning, global citizenship and self-confidence through the following:

- Providing a curriculum that supports the School’s aims. These are displayed in the entrance to Coram House.
- Through the curriculum that the children experience, we aim to teach them how to grow into positive, responsible people and role models who can work and cooperate with others, whilst developing knowledge, skills and positive attitude to learning.
- We aim to deliver a curriculum which is dynamic, fun and meaningful taught in a safe, secure and stimulating learning environment where all involved have high standards and expectations.
- We are passionate about developing skills which will enable all our pupils to be resilient, respectful, self-confident, independent learners and successful citizens of the future with an understanding of British and Quaker values.

- We seek to provide a broad, balanced, creative and differentiated curriculum and offer a wide range of stimulating and challenging activities and experiences to all our pupils irrespective of ability, background, ethnic origin or gender.
- Relationships Education is intertwined in all we do at Coram House.
- Personalised target setting.
- Weekly pupil briefings.
- We value pupil voice and encourage opportunity for this.

### **Quaker values our values**

Simplicity, Truth, Equality, Peace, Sustainability.

Quaker values and experiences are actively taught through all subjects and are embedded within our school life.

Our values are taught in assemblies and referred to in our weekly Meeting for worship. Prep children (Year 3 to Year 6) are encouraged to minister when they feel moved to do so. Thoughts from 'Quaker faith and practice' and 'Advices and Queries' form part of our communication with parents and children.

Our strength and purpose as a community working collaboratively is expressed in our whole school motto *Non sibi sed omnibus* ('Not for oneself but for all'). The Young Leaders' Award helps our Year 6 pupils to work collaboratively with local community projects. We have Global ambassadors (Global Committee) from Years 1 to 6 who promote and drive global issues within school and the community. As well as this we have visits from our visiting Quaker friends.

### **Spiritual, Moral, Social and Cultural development**

Our children are taught to demonstrate kindness and care for others and to value diversity. They learn the importance of resolving conflicts without violence. Children are offered opportunities for service to work for the good in society, and for 'letting their lives speak'. They are encouraged to engage actively with the life of the School, the local community, and the wider world, for example, School Council, Global Committee, Prefects, Digital Leaders, House Captains, celebrations such as Harvest Festival and the Archbishop of York Youth Trust Young Leaders' Award.

Picture News is used weekly as a tool to teach our pupils about local and national news, alongside teaching about fundamental British Values. We help our children develop spiritual and physical well-being, and a proper understanding of themselves, and their place in the world. They learn to be open to the ideas of others and to be confident and critical thinkers. We use large floor books to evidence their ideas, views and opinions.

We aim to provide a curriculum which gives great breadth and supports all learners. Children are taught in mixed ability classes, apart from Read Write Inc (RWI) and are able to recognise and understand their targets and areas for development. We strive to make every lesson count and have developed a set of five common goals which we work hard to achieve in each lesson:

### **C.O.R.A.M**

**C = Challenge.** We encourage all children to challenge themselves within lessons and achieve the highest possible standard. Children are often encouraged to choose their own task (chilli challenge) and step out of their comfort zone. High challenge – low threat for all learners.

**O = Outcome.** We set clear learning outcomes paying careful consideration to the ability of each individual child. Children know what is expected of them and what they should achieve by the end of each lesson.

**R = Reflection.** Children are given time to reflect on their learning by reviewing marking and making improvements to their own/and other children's work.

**A = Assessment.** We encourage thorough assessment within each lesson. This may be through instant (where possible) verbal feedback and also through peer-on-peer assessment.

**M = Mindset.** A key part of our teaching is developing and enhancing a child's growth mindset. Encouraging children to take risks with their learning and praising the effort made. We spend time reflecting on the learning process, not just on the finished result.

### **Behavioural expectations**

Please refer to our Behaviour, Sanctions and Rewards Policy which incorporates Coram House Behaviour Policy, Coram House EYFS (Early Years Foundation Stage) Behaviour Policy, Playground expectations and Behaviour Steps in the Classroom/Extra Curricular Clubs and Behaviour Steps in the Playground, 'oui oui' and 'no no' and High 5s.

### **Curriculum intent**

We have the luxury of being able to design our own curriculum. We use the best parts of the national curriculum (e.g. Maths, Literacy and Science) alongside our own bespoke curriculum. We use schemes of work that suit the needs of the children. Examples of such schemes are Ros Wilson's 'Big Writing', White Rose Maths and Science and Hamilton Trust and PSHE association. We ensure a balance of curriculum provision by allocating planned amounts of time to Forest School, Sport, MFL, Drama, RS, PSHE, RE, RSE (Year 6) and Music. We are constantly developing

and adapting this provision. We aim to tailor our curriculum towards the needs and interests of our pupils and their cohort. Each subject has its own scheme of work which is reviewed annually by our subject coordinators. Curriculum development plans are shared at the beginning of every academic year and reviewed and 'RAG' rated during the year; progress is shared at staff meetings. Curriculum coordinator targets are on display for all to see and share on our Teaching and Learning board in the staffroom. We regularly monitor and evaluate the effectiveness of our curriculum by book scrutiny, learning walks, observations, SLT walkthroughs, pupil voice and moderation. This is closely monitored by our Senior Leadership Team (SLT) (see our learning walks and SLT walkthrough logs and Quality Assurance for reference).

### **Early Years Foundation Stage (The EYFS Statutory Framework September 2021)**

Our EYFS curriculum reflects the areas of learning identified within the Early Learning Goals and the EYFS framework.

There are seven areas of learning and development that must shape educational provision in the Early Years setting. All areas of learning and development are important and interconnected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the EYFS. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Planning in the moment is very much part of our EYFS pedagogy.

The three Prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed on entry into the EYFS and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parent/carers and agree on how best to support the child.

In addition to the above, the children are introduced to the British Values of 'Democracy' 'Individual Liberty' 'The Rule of Law' and 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'.

## Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring – children will have opportunities to investigate and experience things, and 'have a go'.

*'Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'*

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

*'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'*

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*‘When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.’*

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragements, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning – The Early Learning Goals provide the basis for planning throughout the EYFS. Teachers use schemes of work, such as White Rose Maths and Read Write Inc for Phonics, where appropriate, to support their planning for individual children. The planning objectives within the EYFS are based on the Development Matters Statements and the EYFS Framework. Our planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards Year 1 expectations. The medium-term planning is based upon a different topic each half term, these themes are led by the children’s interests. We use ‘In the Moment Planning’ to **observe and interact with children** as they pursue their own interests and also assessing and moving the learning on in that moment. This approach leads to deeper level learning and wonderful surprises occur daily.

Observations – EYFS staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children’s Learning Journeys (digital and paper). These help towards the end of year assessments.

Assessment – During the first term in EYFS, the teacher/Nursery staff member (key worker) completes a baseline assessment to assess the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The EYFS Stage Profile (EYFSP) is the nationally employed assessment tool that enables teachers to record their observations at the end of the EYFS, and to summarise their pupils’ progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the EYFS.

In line with the EYFS Framework and the Development Matters statements, we record each child’s level of development against the Early Learning Goals as Emerging or Expected. We make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs.



Assessment in the EYFS takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

EYFS staff utilise the digital assessment tool Tapestry to keep progress reports on each child's learning. The programme addresses parents when new observations are updated on the system. This means that parents have a constant digital visual on their child's learning. Parents can also add their own observations by using the app.

Reception and Nursery parents are invited to Stay and Play sessions in the Autumn Term where the class teacher/ key worker provide a verbal progress report as well as the children's next steps. In Reception a written progress report is sent home in the Spring Term.

At the end of the Summer Term parents receive an end of year/EYFS written report. This gives parents an insight into whether children are achieving the level of development as set out in the Development Matters framework. The reports also address the child's strengths as well as areas to work upon and ideas to help support parents at home.

### The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, quiet, creative, etc.

Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. Children also attend outdoor learning sessions and Forest School sessions weekly. Being outdoors offers opportunities for doing things in different ways and in different scales from when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside. Children are encouraged to take measured risks and to work in collaboration with others to problem solve or achieve a shared goal.

### **Key Stage 1 (Years 1 and 2)**

Pupils study the following subjects taught by the class teacher and specialist teachers where appropriate:

Literacy, Numeracy, Science, Geography, History, RE, PSHE, Music, PE, Games, Computing, Art, DT, Forest School, Outdoor learning, Swimming and French.

While it is essential that the transition from informal to formal lesson structures is gradual and nonthreatening, it is expected that pupils will move progressively through this phase into more formal lesson structures.

## **Lower Key State 2 (Year 3 and 4)**

Pupils study the following subjects taught by a range of teachers including specialist teachers where appropriate:

Literacy, Numeracy, Science, Geography, History, RE, PSHE, Music, PE, Games, French, Spanish, Swimming, Computing, Art and DT, Drama, Outdoor learning and Forest Schools. In addition to PE, pupils are able to represent the school at an appropriate age level, in seasonal sports and music competitions.

## **Upper Key Stage 2 (Years 5 and 6)**

Pupils study the following subjects:

Literacy, Numeracy, Science, Mandarin Chinese and French, Geography, History, RE, PSHE, RSE, Music, PE, Games, Drama, Swimming, Computing, Art and DT, Food Technology, Outdoor learning and Forest School.

In Year 6, DT and Food Technology are taught as part of the transition process by Senior School staff.

## **PSHE**

Through our PSHE (Personal Social Health Economic) curriculum, we aim to create happy, secure pupils who realise and develop their own special abilities in constant awareness of the needs and claims of others. We aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working, and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships, and living in the wider world (including economic well-being and the world of work).

PSHE is taught as a discrete lesson and follows the PSHE Association programme of studies and planning. It helps to give our pupils the knowledge, skills, and understanding they need to live confident, healthy, independent lives and to become informed, active, and responsible citizens whilst promoting fundamental British values. RSE is taught in Year 6 and 6 through weekly sessions (one in Year 5, one term weekly sessions in Year 6).

(Please refer to PSHE education policy (Coram) and to Relations Education (Coram) for further details).



## Assessment Years 1 to 6

Children in Years 1 to 6 are assessed regularly using formative, summative and metacognitive methods. This enables staff to plan lessons for individual needs to raise progress and achievement.

We also introduced the concept of assessment as learning to be added to our assessment for and of learning. Assessment as learning actively involves our children and encourages them to think about the way they learn. It occurs when they reflect on and regulate and monitor their learning progress. It comprises pupils' reflection and peer and self-assessment.

Where a child shows signs of weakness or appears to be more able, further diagnostic tests may be applied. Formative assessment is carried out on a daily basis through classroom teaching. Every teacher sets individual targets for pupils in Maths, Science and English throughout the academic year. We discuss individual targets with pupils and review them regularly to ensure each child reaches their full potential. We set challenging but realistic targets and make continual reference to them to strengthen our pupils' learning. These targets are shared also with parents/carers. Teachers make effective use of homework to reinforce and/or extend what is learnt in school.

The school uses O'Track and Tapestry (EYFS) to monitor children's progress. The system is used for data to be inputted across all subject areas by class teachers, although it is primarily used for English, Maths and Science. Through the wide variety of reports made available on O'Track, we are able to closely monitor the progress of both individuals and groups of children. Children are graded using a 'Developing, Secure or Advanced' system. These gradings are based on age related expectations (ARE). These grades are decided using a combination of both end of unit test results and teacher's assessments.

Parents/carers are informed of their child's progress half-termly. They are able to access attainment and attitude to learning grades each half-term and a Form teacher report at the end of each term via the Parent portal. In the Autumn term, parents/carers are invited to attend parent/carer progress meeting with the Form teacher. At the end of the Summer term, a parents/carers receive a full written report. Parents are given the opportunity to discuss the contents of the report with Form teachers.

We offer an open-door policy and parents may request to see the Form teacher, Deputy Headteacher or Headteacher at any mutually convenient time if they have concerns about their child's progress.

We consider accurate and focussed assessment to be vital towards achieving high levels of success for all our children. Assessment results are shared termly in staff meetings and intervention for extension or support are discussed with the Head of learning support.

(Please refer to Coram House Assessment and Monitoring Policy for further details).

### **Extra-curricular activities**

There are a variety of broad and balanced extra-curricular activities for the children to participate in. Different activities are offered termly. Each term, children, along with their parents/carers, complete a form to choose the after-school activities they would like to do. We expect the children to make a commitment to their chosen activity for the term unless there are exceptional circumstances. Activities may include sporting, educational or relaxation clubs. We also offer initiatives in tennis and table tennis and we have links with Senior School through their sports leaders. In addition, we offer supervised prep sessions after school for the Prep children. An example of the amount of prep set can be found within our staff handbook.

We offer a 'Squirrel club' after school club for our Pre-Prep children (Reception to Year 2) as we value 'free-play' at the end of the day for this age range. Throughout the academic year, Year 1 and 2 pupils are invited to join afterschool clubs.

### **Physical activity**

We attach great importance to developing our children's enjoyment, confidence and skill in a diverse range of physical activities such as chess, yoga, art, computing, STEM, gardening, choir, swimming and cross-country. We aim for children to get at least three hours of physical activity each week through their PE, Games and Swimming lessons. In addition, they visit Forest School on a regular basis and have a timetabled Outdoor learning session each week linked to the curriculum.

### **Enhancing and enriching the curriculum**

We enhance and enrich the curriculum through enrichment days, weeks and months, a variety of activities including educational and residential visits, school performances, career guidance, guest speakers and visitors to school, after school clubs and links with other schools including our Senior School. The School Council and Global Committee help to support charities and raise awareness of current issues.

We offer many other Outdoor learning opportunities in both lesson times and through projects such as litter picks, Bike ability and the Archbishop of York's Young Leaders' Award.

### **Home school links**

Parents/carers are involved and informed about the curriculum through our parent information carousel held at the beginning of each academic year, weekly newsletters,

Seesaw, curriculum evenings, parent workshops and long-term overview Parent/carer portal. Meetings can also be arranged face to face, via Teams or Zoom.

IEP reviews take place once termly and are organised by our Head of Learning Support. They are vital to build a partnership between parents and school and exchange on how best to support our children and the provision in place. We have an open-door policy and regular meetings with parents as and when needed. Staff are also involved in weekly pupil briefings in which all staff are made aware of any current concerns regarding a pupil both academic and pastoral. The Head of Learning Support has regular meetings with support staff to discuss support.

This policy should be read in conjunction with:

Quality Assurance

Personal Social Health Economic Education Policy (Coram House)

Relationships Education (RE) Policy (Coram House)

Staff handbook

Behaviour, sanctions and rewards policy

EYFS Policy

Assessment and monitoring policy