



Halley House School

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Curriculum Policy

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

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2017
Renewal period	2 years
Review Date:	September 2019

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Curriculum Policy

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

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. Halley House School 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. Halley House School has a responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and follow the core elements of the National Curriculum. As a Free School, Halley House School has the flexibility to adapt element of the National Curriculum. The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school. The school will 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 4 to 11 years old. 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 (including the Statutory Framework and Development Matters). 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.

Aims 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. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCE and e-safety programmes.

Objectives of the curriculum:

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 the individual 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 opportunities 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).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- Specific provision for children Gifted, Talented and More able, as well as those children with identified SEND and EHC plans is identified in the relevant policies.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum

Curriculum – Specific Provision

Read, Write Inc. Phonics

Read Write Inc. phonics is a comprehensive literacy programme designed to ensure all infant aged children read and write quickly. Importantly, phonics is not taught in isolation. From the earliest stages children learn to apply their phonic knowledge to reading and writing.

- Initial and on-going assessment tracks every child’s progress
- Children are grouped by ability so they learn rapidly at the right level
- Partner work means every child participates in the whole lesson
- Comprehension is taught alongside decoding to encourage children to develop a life-long love of reading
- Our special ‘three reads’ approach ensures every child gains accuracy, fluency and a good understanding of the text

Y2 Literacy

Children follow Literacy & Language and text-based school designed units, building on the work they have done in *Read, Write Inc.* Phonics.

Maths

We follow the ‘Mathematics Mastery’ scheme of work in all year groups.

Outdoor Learning

The school has an extensive outdoor learning programme and every year group partakes in a weekly 'Outdoor Adventures' session, which follows a Forest Schools approach.

British Values

The Department for Education recently emphasised that key 'British Values' must be taught in all UK schools and defined these values as:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Halley House School recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and understands the role it has in ensuring that it upholds and promotes these values.

The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

British values are promoted as an intrinsic part of our School culture and curriculum. The list below outlines some examples of when and where such British Values are shared.

Democracy:

- Children are involved in democratic processes e.g. Class and School councils, making decisions at a class and whole school level
- Our Behaviour Policy reinforces the importance of social responsibility and fairness

The Rule of Law

- Children are taught about responsibility and the importance of rules and consequences
- Children have opportunities to reflect on their learning, behaviour and safety
- Visits from the Police, Fire Service etc. help to reinforce these messages

Individual Liberty

- Children are encouraged to make choices within a safe, supportive environment
- Children are encouraged to have an understanding of their personal rights and freedoms e.g. through our teaching of e-Safety and PSHE.
- Children are encouraged to take on responsibilities and be responsible

Mutual Respect

- Our School ethos promotes the importance of mutual respect and tolerance
- Assemblies, class and whole school behaviour expectations reinforce respect

- Our PE lessons reinforce the importance of fair play. We celebrate and reward success, promote the importance of being magnanimous in defeat and participate in activities that promote teamwork and collaboration

Tolerance of those of Different Faiths and Beliefs

- We aim to teach children to have an understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity
- We plan visits away from the School and visitors to the School so that we are able to broaden the children's cultural experience.
- Our RE curriculum ensures that children have a balanced understanding of different faiths and beliefs
- Some of our curriculum topics celebrate different cultures, faiths and beliefs

Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music and musical theatre, Spanish, Philosophy for Children (P4C), physical education (both indoor and outdoor), and sessions which follow a Forest Schools ethos.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science

Linguistic – Spanish, Mandarin Club

Human and Social - history, geography, religious education

Aesthetic and creative education - art, music, dance, drama

Life Skills – Personal education and Personal, Social, Health and Citizenship education, Philosophy for Children.

Physical – Individual and Team Sports, Gymnastics, Clubs

Technological - ICT, design and technology

Equal Opportunities and Safeguarding:

The curriculum at Halley House School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a

Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development. Further details can be found in the Sex and Relationships Education Policy.

Pupil Progress and Assessment:

Pupil progress meetings held half termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's Inclusion Manager for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

The school regularly undertakes moderation with other schools and settings to verify its assessment processes and outcomes. Some examples of the type of moderation undertaken by the school include: local authority (Hackney) cluster moderation, moderation between Bellevue Place Education Trust (BPET) schools and moderations across the wider BPET and Bellevue group. External moderators also regularly visit the school.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile is provided to parents and Hackney Learning Trust on request. Pupils in Year 1 will take the Phonics Screening Check, and pupils in Year 2 will undertake national KS1 tests.

The school also measures and assesses pupils against school aims through observation, pupil voice, books and learning records, questionnaires, and internal and external moderation processes.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. 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. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information:

Further detailed information on the subjects taught can be found in the Parent Handbook, which is

available for download from the school website, or a copy may be requested from the school office.

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