

Greenwich House Independent School

Curriculum policy

1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support delivered through a combination of small group teaching or if necessary one to one teaching
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Overall, to take into account national requirements, including the Independent School Standards, and to be focused on the individual needs of each pupil.
- Develop pupils' independent learning skills and resilience, to equip them for secondary school
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

The curriculum at Greenwich House School has also always been centered around the traditional values we hold, as they are key to helping our pupils become life long learners. In 2019/20 we began to look at developing the curriculum further to embody these core values as our focus for all subjects. Our pupils will develop even more detailed knowledge and skills across the curriculum using this as our base. We believe this will allow them to continue achieving high standards, but even more focus will be on their interests, aspirations and the intention of their course of study for their future. There will also be greater opportunity to talk to and learn from those in different industries throughout the year. Greenwich House recognizes its duties to "actively promote" British Values within its setting. We recognise that these values have underpinned our ethos and informed our curriculum. Greenwich House's British Values Policy provides further details of its approach.

Our core values are:

- Compassion
- Ambition
- Respect
- Difference - making a difference and understanding that we are all different
- Teamwork
- Resilience
- Pride

We encourage parents to interact with these values at home. If a child displays any of the above, in any form, parents/children are asked to share their news with us. These values will be celebrated in class and assembly, but also through our core values display (top of the stairs/PSHE display in classroom)

2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum and whilst we are not bound by the National Curriculum programme of study we have chosen to follow these with adaptations which allow for the local interests and for the cohorts we have at any one time.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 Head Teacher

- The headteacher is responsible for its implementation alongside lead teacher and all teaching staff..
- The Head Teacher will also ensure that:
 - A robust framework is in place for setting curriculum priorities and aspirational targets
 - The school implements the relevant assessment arrangements to enable focused planning and progression for every child.
 - She participates actively in decision-making about the breadth and balance of the curriculum
 - The headteacher is responsible for ensuring that this policy is adhered to, and that:
 - All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
 - The amount of time provided for teaching the required elements of the curriculum is something that is monitored with any changes required highlighted and implemented.
 - They manage requests to withdraw children from curriculum subjects, where appropriate
 - The school's procedures for assessment meet all legal requirements
 - Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.2 Other staff

Staff will ensure that the school curriculum is implemented in accordance with this policy. The role of subject coordinator for each subject is shared out amongst teaching staff. Teachers have worked together to write a statement of Intent, Implement and Impact for their subject. Subject specific teachers, in general, teacher their subject across all year groups in the school. They take part in Moderation sessions during the academic year.

English (writing and reading) and Maths are led by class teachers, working together to ensure progression is followed throughout with the use of White Rose (supplemented with other resources from Classroom Secrets for example) for Maths, and Read, Write, Inc for Phonics. VIPERS is often used to help teach the key Reading domains, as well as a range of resources, such as The Literacy Shed, used for the planning of Writing.

4. Organisation and planning

- Greenwich House Independent School offers personalised, quality education, with care and attention given to every detail. We believe this enables each child to maximise their potential.
- Even in a constantly changing world, there are some things that do not change. The attitudes and values a child picks up at school will stay with them for life. Learning how all the subjects contribute to life in the real world enable children to develop greater understanding and desire to investigate further.
- At Greenwich House, we expose the children to an ethos of mutual respect and trust. This provides them with a feeling of self- worth, a consideration for others and a sympathetic understanding of differing viewpoints.

- We believe that through encouraging self-discipline and pride in their work, we can maintain a high standard of general behaviour and politeness.
- Every child at Greenwich House is able to develop at their own pace, but some may be surprised to discover what that pace can be.
- We value sport, culture, music and the arts as vital elements of a holistic educational experience. This complements our more formal curriculum and allows every individual the chance to succeed.

Each subject has its own, detailed Statement of Intent, Implement and Impact. These can be viewed in the curriculum file on Google Drive.

- Short, medium and long-term planning expectations are covered in progression maps for each subject. (The long term plan works on a Year A and Year B rota) Short term goals are linked to work covered in each lesson and planning for future lessons linked to providing opportunity to build on these skills/ knowledge.
- Greenwich House provides a wide variety of resources and takes a flexible approach so as to take advantage of opportunities that arise to enhance the children's experience of the curriculum. Resources used by Greenwich House in its delivery of its curriculum include books, technology, including the internet and television, role play equipment, subject specific tools and instruments, opportunities to visit local sites which support subjects covered in the curriculum, and, provision for visits by a variety of professions. Staff and children are encouraged to suggest ideas for resources whether these be tangible or intangible and the Head Teacher considers budget for such requests. Opportunities to suggest ideas are made available and the small setting lends itself to being able to take on board these suggestions in a flexible manner, although formal opportunities are provided for staff at staff meetings and for the children through Greenwich House's election by its classes of class representatives, who hold meetings with the Head Teacher.

Individual Support

Small teaching groups make it possible to provide individual attention in the classroom.

Some children may however, still need one to one teaching, particularly in acquiring reading and writing skills. These sessions take place prior to the beginning of the school day and throughout the day using a variety of interventions depending on the need of the child. In each classroom there is a list of the learning needs of specific children so that when any teacher is in the room individual needs are met.

We continually monitor the progress of our children, and if we perceive there are areas where individuals need extra support, we initiate Pupil Support Plans. These are led by class teachers but with the involvement of the SENDCo, pastoral support and both the parent(s) and the child. This ensures we continue developing the school to home link that is so vital for all our children.

Early Years Foundation Stage

The first phase of education is called the Foundation Stage and covers the years spent in Pre School and the Reception year.

It follows a statutory framework with seven areas of learning:

Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

This prepares the children for learning at Key Stage 1 beginning from a solid foundation which has been monitored closely.

The EYFS has a detailed Statement of Intent, Implement and Impact. This can be viewed in the curriculum file on Google Drive.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils

- Pupils with low prior attainment
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equal Opportunities Policy, and in our SEND policy.

6. Monitoring arrangements

The Head Teacher and teaching staff monitor coverage of curriculum subjects through:

- the use of progression planning documents for each subject/scheme of work. Tracking and coverage is monitored in moderation sessions by class teachers. These sessions also act as peer to peer moderation with the aim to highlight good practice throughout the school.
- The headteacher is continually around the setting, with an open door policy, to monitor the way subjects are taught throughout the school. This may be done through lesson drop ins, learning walks, moderation meetings to scrutinize books, and moderation.
- A record of CPD is continually updated so that teachers have the chance to share their experiences. Time is made in staff meetings for this.
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher and discussed with all staff to ensure cohesion throughout the setting.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Equal Opportunities Policy
- British Values Policy
- PSHE Policy
- RSE Policy

Approved by: A Brindle

**Last reviewed on: Jan
2024**

**Next review due by:
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