



Parkgate House School

Curriculum Policy

1. Introduction

At Parkgate House School we believe in the concept of lifelong learning. We believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. The curriculum we deliver is a powerful tool that promotes a love of learning and a willingness to explore. Our school curriculum is underpinned by the values outlined in our mission statement: **Develop confidence, provide opportunity, realise potential.**

2. Aims and Objectives

The aims of our curriculum are:

- To enable children to become confident, resourceful, enquiring and independent learners
- To foster children's self-esteem and help them build positive relationships with other people
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- To show respect for all cultures and in doing so, promote positive attitudes towards other people
- To enable children to understand their community and help them feel valued as part of their community
- To help children grow into reliable, independent and positive citizens
- To develop a love of learning and the skills to be lifelong learners
- To help children understand and appreciate Britain's cultural heritage and to promote British values (as outlined in the school's SMSC policy)
- To help children develop their spiritual, moral, social and cultural awareness
- To teach children across English, maths, computing and science as well as the other subject areas
- To provide a range of opportunities (horse riding, ballet, karate, Curriculum Focus, Enrichment etc)
- To provide a broad curriculum which is balanced, appropriate and unbiased
- To embed opportunities for high quality enrichment experiences including educational visits, events, and workshops
- To develop children's wider learning skills and values such as independence, problem solving and resilience, through lessons, workshops and our Virtues Programme
- To foster children's understanding of their own lives in a global context

3. Organisation and Planning

We use the National Curriculum to guide us although in order to keep our curriculum creative and challenging, the content is also based on pupils' interests, as well as local, British and International issues.

We use subject curriculum maps to give an overview of the long term planning for the academic year. Each subject map will outline the topics being studied across the school in each year group for the three terms. These curriculum maps are reviewed on an annual basis which is led by the subject coordinator.

Our medium term plans outline the objectives to be covered. We use a variety of resources and schemes to deliver the curriculum in English, maths and other subject areas (see individual subject policies for more details).

Our short term planning consists of weekly or daily plans which outline the learning objective, activities, differentiation to meet the needs, interests and learning styles of the pupils, resources needed and assessment opportunities.

4. Assessment and reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment, knowledge and understanding, which can then inform future planning. Teachers use assessment information to track the progress of individual pupils and use it to monitor how effective the teaching and the curriculum is. Assessment procedures are defined in the Assessment Policy in detail for each year group. Reports to parents give clear, accurate and useful information on their children's progress and are written twice a year.

5. Early Years Curriculum

In Reception and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

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

6. Specialist Subjects

In our aim to provide a varied curriculum and provide opportunity for our pupils we offer specialist teaching in the following subjects:

Subject	Age Range
Ballet	Nursery- Prep 6
French	
Sport	
Music	
Swimming	Reception- Prep 6
Karate	Pre-Prep 1- Prep 6
Art	
Drama	
Horse Riding	Prep 3- Prep 5

7. Subject Coordinators and Subject Heads

Each subject has a member of staff who is the Coordinator or Head of the subject;

Subject Coordinators	Subject Heads
Science	Sport
Humanities	Drama

Religious Education	Art
PSHE	Music
ICT	English
Outdoor Learning	Maths
Languages	

The coordinators and heads meet regularly with the Deputy Head or Headmaster to discuss their subject area and their targets for the term. An end of term report is completed to reflect on the progress made within the subject area each term. Subject Heads also complete a Subject Development Plan with more long term targets for the academic year. The coordinators and heads are responsible for the following within their subject area;

- updating staff on developments and new initiatives
- provide a strategic lead and direction for the subject
- offering support and guidance with planning
- checking planning documents
- observing lessons
- monitor pupil progress
- presenting in staff meeting on their subject area and on training they have attended
- overseeing the purchase, inventory and upkeep of resources
- organising trips, workshops, events and themed weeks within their subject area
- asking staff to evaluate the curriculum
- reviewing and updating the curriculum maps and policy
- keeping up to date with statutory and curriculum changes
- keeping evidence and samples of work
- keeping a subject handbook (subject heads only)

8. Subject Areas

English

Lessons follow the national guidelines for English but embrace our own structure and are designed to prepare pupils thoroughly for 11+ senior school exams. This enables us to take best practice in order to develop and extend skills to each child's individual requirements. We aim to create enthusiasm for the written word, a love of reading, competence in spelling and the ability to speak confidently and fluently. See the English Policy and curriculum map for further details on the content of the English Curriculum.

Mathematics

We follow the revised national guidelines for numeracy, although again in this subject area our primary aim is to prepare pupils for their 11+ senior school exams. Daily oral and mental work helps develop calculation strategies and rapid recall skills. Our lessons are designed to enhance pupils' problem solving skills and increase their understanding of real life mathematics. See the Maths Policy and curriculum map for further details on the content of the Maths Curriculum.

Science

Teaching is carefully structured to ensure progression in the key areas of knowledge, skills and the understanding of scientific concepts. The pupils have many opportunities to take part in experiments and develop their scientific enquiry skills. See the Science Policy and curriculum map for further details on the content of the Science Curriculum.

Art and Design

In addition to developing creative skills, lessons are used to support different areas of the curriculum, such as finding out about a particular historical period by looking at art from that time. Children learn colour theory, line drawing and shading. Experience and knowledge is developed using a wide variety of materials and techniques. See the Art and Design Policy and curriculum map for further details on the content of the Art and Design Curriculum.

Drama

A cross curricular approach allows drama lessons to be based on other subject topics being studied. Skills such as improvisation, voice projection, characterisation and script writing are all developed. Pupils have many opportunities to develop their performance skills through concerts, assemblies and a range of other performances. See the Drama Policy and curriculum map for further details on the content of the Drama Curriculum.

ICT (Computing)

We follow our own ICT curriculum which is guided by national recommendations. The focus is upon developing the skills of our pupils in using technology and we encourage the pupils to learn through trial and error. Our curriculum includes projects which enable the pupils to apply their developing knowledge and understanding of ICT and we have a separate Online Safety Curriculum that runs alongside our ICT and PSHE curriculum. Pupils will develop skills in communication and collaboration, and learn to use technology in a responsible way, as well as develop their awareness of online safety issues. There is a clear progression of skills throughout the year groups and pupils have use of laptops, iPads and interactive whiteboards. See the ICT Policy and curriculum map for further details on the content of the ICT Curriculum.

Modern Foreign Language

French lessons are delivered from Nursery-Prep 6 by a fluent French speaker and are based on an oral approach to learning, backed up by 'seeing' the words once the sounds have been thoroughly assimilated. We aim to develop a good French accent and build up each child's confidence in speaking French. See the French Policy and curriculum map for further details on the content of the French Curriculum.

Latin is taught from Prep 3-6. Children are introduced to Latin through the excellent 'Minimus Mouse' course. As Latin is the origin of about 52% of the English language, considerable importance is placed upon increasing each child's English 'word power' by helping create awareness of the Latin 'roots' of many words. Much of the pupils' learning is based around stories and role play. See the Latin and Classics Policy and curriculum map for further details on the content of the Latin Curriculum.

Music

Parkgate encourages children to develop a life-long love of music, identifying and nurturing musical ability within every child. A rich and varied music curriculum is taught progressively from Nursery to Prep 6. Children explore and develop a range of skills which include: singing, playing, listening, improvisation, composition and performance. Musical elements, history and theory are also examined and, over time, the children acquire an impressive musical vocabulary and are able to access musical notation whilst developing their own sense of creativity. All children participate in singing through year group ensembles and by attending class music lessons. Key events throughout the academic year allow pupils to

develop their confidence when singing and performing to a larger audience. The annual Carol Concert and summer musical productions provide valuable platforms that allow pupils to enjoy making music together whilst individually flourishing. The School Choir regularly rehearse and perform at events, showcasing their progress and ability. The Choir enjoys singing at Parents' Assemblies, the annual Carol Concert, the Summer Open Day and the end of year Grand Assembly. Individual instrumental tuition is provided by peripatetic tutors, who offer vocal, guitar, piano and violin lessons. Pupils who learn an instrument at Parkgate regularly enter ABRSM practical and theory graded exams, often reaching an impressive standard. Furthermore, our bi-annual Music Open Mornings and regular assemblies allow pupils to develop their solo performance skills. See the Music Policy and curriculum map for further details on the content of the Music Curriculum.

Physical Education (PE)

We offer a well balanced programme of physical activity including ballet, karate, netball, hockey, football, rugby, cricket and athletics. Pupils can choose which sport they wish to participate in within the curriculum from the two choices on offer each term. All pupils from reception upwards swim once a week throughout the year and from Prep 3, pupils are introduced to horse riding as part of their curriculum. Pupils from Prep 3 upwards have the opportunity to play in competitive fixtures against other schools. See the PE Policy and curriculum map for further details on the content of the PE Curriculum.

PSHE

The school follows the Jigsaw scheme of work which takes a mindful approach to PSHE. Different puzzles are studied throughout the year, including 'Good to be Me', 'Healthy Lifestyles' and 'Celebrating Difference.' These topics are introduced through a department or whole school assembly and the children are encouraged to reflect on their own thoughts and feelings during the lessons. Through these themes, pupils develop not only their knowledge and understanding but also the skills and attributes in order to assess risks, develop relationships and become responsible members of their community. Our Virtues Programme also helps us educate the pupils on the necessary values to become a curious, thoughtful, confident, responsible and caring citizen. See the PSHE Policy and curriculum map for further details on the content of the PSHE Curriculum.

Religious Education

Our programme includes elements from all world religions, giving an introduction to the multi-faith community. Lessons are often based around discussion, reflecting on differences and the importance of respecting those from different communities and cultures. See the RE Policy and curriculum map for further details on the content of the RE Curriculum.

Humanities

Lessons encompass both geography and history. In geography, pupils assimilate a body of knowledge and understanding of their own locality, their own country and the wider world through a variety of topics. In history, pupils are encouraged to explore evidence, make observations and consider differing points of view, causes and effects. The pupils also learn to place their learning on a historical timeline. See the Humanities Policy and curriculum map for further details on the content of the Humanities Curriculum.

9. Varied Curriculum

Enrichment

Our Prep pupils take part in our Enrichment Programme during the Spring Term. The programme is designed to give pupils an educational experience which falls outside of the

'normal' curriculum. During these lessons, pupils are given a specific topic to explore in small groups which are sometimes mixed ages. The pupils take ownership of their learning and direct it through deciding how to present their work. The topics have included things such as- the Armed Forces, the History of the local area (Clapham), and Healthy Lifestyles. The pupils often have visiting speakers or workshops as part of the enrichment programme.

Curriculum Focus

Each year there is a whole school curriculum focus (Nursery- Prep 6). This focus is split into subtopics which are age appropriate for each year group. The Prep pupils have curriculum focus lessons during the Spring Term, while the other year groups cover the work through humanities and other class time. The work from the focus is displayed in the Summer Open day. Past curriculum focus topics have included: the Olympics, Rainforests, and The United Kingdom.

10. Other parts of the Curriculum

SMSC (Social, Moral, Spiritual and Cultural Development) and British Values

SMSC development is about broadening pupils' awareness and encouraging a sense of belonging. The key indicator of success will be whether pupils leave Parkgate House having grown in confidence, resilience and motivation and having developed an appreciation of the world in which they live. As a school we seek to develop pupils' SMSC awareness in order to protect them from extremist and violent views as well as safeguard them from issues surrounding drugs, gangs and alcohol. Pupils' understanding of British Values is shown in their awareness and understanding of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Our curriculum reflects these values and the importance of SMSC development.

Examples of ways in which Parkgate House promotes British Values:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries (Assemblies- whole school and departmental)
 - ensuring that all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes through use of our school council whose members are voted for by the pupils.
 - using opportunities to discuss general or local elections with the pupils and holding our own elections for House captains and Vice Captains.
 - using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- See the SMSC Policy for further details on the content of the SMSC Curriculum.

Outdoor Learning

Outdoor learning sessions take place as part of the planned curriculum for Nursery 2 and Reception pupils. This involves using Clapham Common for an hour session per week, where each class is accompanied by three adults. The session is based around a learning intention and has a balance of teacher led and child initiated learning. Other year groups also take the pupils' learning outside in a range of curriculum areas and plan accordingly when doing so. See the Outdoor Learning Policy and curriculum map for further details.

Mindfulness, Resilience and Personal Development

In Prep 5 and 6 the pupils are introduced to mindfulness within the curriculum as a means of helping them recognise how they can begin to control their thoughts and emotions. This forms part of the preparation process for the 11+.

Throughout the curriculum, opportunities are taken to develop the pupils' resilience. This is done through the PSHE programme and looking at the specific virtue of resilience as part of our Virtues

Programme. The school has developed a scale for measuring the resilience of each pupil from Reception up. See the Emotional Health and Wellbeing Policy for further details. Prep 6 pupils follow a programme of lessons to promote their Personal Development; these explore aspects such as perfectionism, negative automatic thoughts and growth mindset.

Sex and Relationship Education (SRE)

At Parkgate we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success. We recognise the importance of SRE as part of our curriculum. *SRE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.*

All children from Reception to Prep 6 have a discreet SRE session with a trained professional (Lynnette Smith from Big Talk Education) in the Autumn Term. This takes place each year and there is a spiral curriculum in place where the children build their knowledge and understanding accordingly. See the SRE Policy and curriculum map for further details.

11. Workshops and Trips

A range of trips and workshops are planned each year to provide the opportunity for pupils to consolidate their learning and have an experience outside of school or within a different context. School trips include visits to Vauxhall City Farm, The Science Museum, St Pauls' Cathedral, music themed trips, theatre trips, art gallery visits etc. The Prep pupils have a residential trip to PGL every year and the Prep 6 pupils also have a second residential trip in the Spring Term to The Mill, where they develop their problem solving skills and team building. The Prep 6 pupils also have a multimedia workshop during which they get to experience new techniques and write, record and edit their own short film.

12. Themed Weeks and Events

We have themed weeks throughout the year as an opportunity for the whole school to have a focus on a particular subject area. During Poetry Week and Book Week visiting poets and authors inspire the pupils. Arts Week is a unique opportunity where the whole school has a focus on one particular painting (Inspired by the National Gallery Take One Picture programme). All the lessons during Arts Week are related to the chosen painting in some way, encouraging cross curricular links between subjects. Science Week sees each year group take on exciting experiments and is celebrated with a science themed assembly by an outside provider.

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg World Maths Day, Languages Day, etc. National Anti-bullying Week is also recognised in November.

13. SEND Pupils

If a child has a specific learning need or disability, the school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children. In most instances the teacher is able to provide resources and

educational opportunities through differentiation which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and the learning support teacher.

The school provides a provision map for each child the SEND register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice and guidance from external agencies is incorporated into the provision map. There is also an Individual Education Plan for each child who has one to one support lessons which outlines the specific targets they are working towards.

14. Gifted and Talented pupils

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. There is a process to identify gifted and talented children and a coordinator who oversees their provision. The curriculum should allow for challenge and extension activities for these pupils.

15. Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for persons with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

16. LINKS TO OTHER POLICIES

- Equality and Diversity Policy
- SMSC Policy
- SEND
- Gifted and Talented
- SRE Policy
- Prevent Strategy Policy
- Teaching and Learning Policy
- All subject policies

17. Monitoring

Teachers, subject coordinators and subject heads are key in the monitoring of the curriculum and must meet to advise the Senior Management Team appropriately. Curriculum maps and subject policies are reviewed annually.

This policy is reviewed annually and an opportunity is given for all senior staff to contribute to the policy and its implementation.

Name of Policy Reviewer:	Malcolm Mckinlay
Date of Policy Review:	19/04/2023
Signature:	Malcolm Mckinlay

