



Arnold Lodge School Curriculum Policy

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Aims

The school provides full time, supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The school provides subject matter that is appropriate for the ages and aptitudes of pupils, including those with a statement. A child with a statement will be educated in line with the requirements of that statement and an annual review will take place.

Pupils acquire skills in speaking and listening, literacy and numeracy.

Where a pupil has a statement, the education provided will fulfil its requirements.

Personal Social, Health and Economic education, which reflect the school's aims and ethos, as well as Citizenship, Sex Relationship education and appropriate careers guidance are delivered throughout the school, appropriate to age groups.

Pupils are given opportunities, responsibilities and experiences of adult life.

All pupils have the opportunity to learn and make progress.

The school has regard for Every Child Matters – to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic wellbeing.

The overarching aim is to enable each child to become a confident and enquiring learner with key skills and enthusiastic approach to learning.

Principles: the school seeks to develop

- Individualised teaching and learning
- Flexible and responsive teaching styles
- Stimulating learning environments
- Promotion of independent, lifelong learning
- Preparation for examinations

Curriculum Content

Kindergarten and Reception classes (Early Years Foundation Stage)

Four themes of the EYFS, Principles in Practice:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Kindergarten pupils are allocated to key workers who are managed and co-ordinated by the Kindergarten manager. In reception the children are taught primarily by their class teacher who is supported by a full time assistant. In addition the pupils benefit from specialist teaching in French, Music, Swimming.

Pupils benefit from child initiated and adult led learning. Children have opportunities to work and play alone, in pairs, in groups and in whole classes as they take part in a range of activities based on the Foundation Stage areas of learning, namely:

- Personal, Social and Emotional Development
- Problem solving, Reasoning and Numeracy
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

SEAD (Social, Emotional Aspects of Development) is embedded within the FS curriculum.

Visits, invited speakers, assemblies, community links, internal and external competitions/projects are used to enrich the curriculum throughout the year. Equal opportunities are given to all pupils to access the curriculum, to learn and to succeed. The outcomes of learning and pupils' progress are monitored and recorded.

Years 1-2

- Pupils are taught in mixed ability classes.
- The curriculum is based on the framework provided by the National Curriculum, with lessons provided as follows on a weekly basis. English including writing, reading, speaking and listening, Mathematics, Science, French, History, Geography, Religious Studies, Art and Design Technology, Music, ICT, Games and Physical Education. Some subjects may be taught together under the heading of a particular topic.
- Physical, Social, Health and Economic Education (PHSEE), SEAL (Social, Emotional Aspects of Learning), SRE (Sex Relationship Education) and Citizenship are delivered within the timetable and embedded in lessons where appropriate.
- Visits, invited speakers, assemblies, internal and external competitions/projects are used to enrich the curriculum throughout the year

and to prepare pupils for the opportunities, responsibilities and experiences of adult life.

Equal opportunities are given to all pupils to access the curriculum, to learn and to succeed. The outcomes of learning and pupils' progress are monitored and recorded

Years 3-4

- Pupils are taught in mixed ability classes.
- The curriculum is based on the framework provided by the National Curriculum, with lessons provided as follows:
English including writing, reading, speaking and listening, Mathematics, Science, French, History, Geography, Religious Studies, Art and Design Technology, Music, ICT, Games and Physical Education.
- Physical, Social, Health and Economic Education (PHSEE), SEAL (Social, Emotional Aspects of Learning), SRE (Sex Relationship Education) and Citizenship are timetabled and embedded in lessons where appropriate.
- Visits, invited speakers, assemblies, community links, internal and external competitions/projects are used to enrich the curriculum throughout the year and to prepare pupils for the opportunities, responsibilities and experiences of adult life.

Equal opportunities are given to all pupils to access the curriculum, to learn and to succeed. The outcomes of learning and pupils' progress are monitored and recorded

Years 5-6

- Pupils are in mixed ability, gender/socially balanced form groups.
- Pupils are taught in classes of mixed ability or in classes that are set according to attainment, depending on the particular cohort.
- The curriculum is based on the framework provided by the National Curriculum, with lessons provided as follows:
English including writing, reading, speaking and listening, Mathematics, Science, French, History, Geography, Religious Studies, Art and Design Technology, Food Technology, Drama, Music, ICT, Games and Physical Education.
- Latin is delivered to all pupils in Year 5 for one period per week. Latin is optional in Year 6, and is delivered as an extra-curricular session after school once a week.
- Physical, Social, Health and Economic Education (PHSEE), SEAL (Social, Emotional Aspects of Learning), SRE (Sex Relationship Education) and Citizenship are timetabled and embedded in lessons where appropriate.
- Visits, invited speakers, assemblies, community links, internal and external competitions/projects are used to enrich the curriculum throughout the year and to prepare pupils for the opportunities, responsibilities and experiences of adult life.

Equal opportunities are given to all pupils to access the curriculum, to learn and to succeed. The outcomes of learning and pupils' progress are monitored and recorded

Years 7-9

- Pupils are in mixed ability, gender/personality balanced form groups.
- Pupils are taught in classes of mixed ability or in classes that are set according to attainment, depending on the particular cohort.
- The curriculum is based on the framework provided by the National Curriculum, with lessons provided as follows:
English including writing, reading, speaking and listening, Mathematics, Science, French, Spanish, History, Geography, Religious Studies, Art and Design Technology, Food Technology, Drama, Music, ICT, Games and Physical Education.
- Physical, Social, Health Education (PHSEE), SEAL (Social, Emotional Aspects of Learning), SRE (Sex Relationship Education), Citizenship and Careers are timetabled and embedded in lessons and other aspects/areas of the school experience where appropriate.
- Year 9 follow an 'enrichment' programme one afternoon a week, which encourages the development of new skills, links with the community and preparation for the future.
- During the Lent term, Year 9 pupils and parents are given information about GCSEs and the options available. The school will endeavour to meet the requests of all students; however, this may not be feasible, due to constraints of the timetable. Pupils and parents are invited to a careers evening.
- Visits, invited speakers, assemblies, community links, internal and external competitions/projects are used to enrich the curriculum throughout the year and to prepare pupils for the opportunities, responsibilities and experiences of adult life.
Equal opportunities are given to all pupils to access the curriculum, to learn and to succeed. The outcomes of learning and pupils' progress are monitored and recorded

Year 10 (11)

- Year 10 students are in one class for the core subjects. Options are delivered in groups as required.
- Core subjects, which all students follow, are English, Mathematics, Science, French, R.S., ICT.
- Options will vary from year to year depending on the cohort and resources/facilities available.
- Currently the options are: History, Geography, Music, Home Economics, Art, Media Studies, Physical Education, Drama.
- Examination boards are AQA and OCR.
- AQA – English, History, Media Studies, Mathematics, Science, French, Art.
- OCR – Religious Studies, Geography, Physical Education, Drama, Home Economics.
- Physical, Social, Health Education (PHSEE), SEAL (Social, Emotional Aspects of Learning), SRE (Sex Relationship Education), Citizenship and Careers are delivered through form time and embedded in lessons and other aspects/areas of the school experience where appropriate.
- Pupils and parents are invited to a careers evening. Plans are in place for a fair to showcase prospective Sixth Forms.

- Visits, invited speakers, assemblies, community links, internal and external competitions/projects are used to enrich the curriculum throughout the year and to prepare pupils for the opportunities, responsibilities and experiences of adult life.
Equal opportunities are given to all pupils to access the curriculum, to learn and to succeed. The outcomes of learning and pupils' progress are monitored and recorded

Curriculum Allocation:

From year 5 – year 10 the timetable is based on 40 minute lessons. The allocation of curriculum time to each subject is reviewed annually. (*See appendix A for curriculum allocation for the year 2009/2010*)

Meeting the needs of pupils

We are committed to meeting the needs of all pupils, including any child with a statement of educational needs, LDD, and those who are gifted and talented. Therefore where appropriate the curriculum and /or timetable is adapted or developed to meet the needs of individuals or groups. At times, pupils may be withdrawn for extra support/tuition or receive such in the classroom from the teacher, a learning support teacher, classroom assistants, therapists, or from other outside agencies. Where appropriate individual Education plans (IEPs) will be in place. Where a pupil has a statement, the education provided will fulfil its requirements.

(This policy should be read in conjunction with the teaching and learning policy and the SEN policy)

Curriculum documentation

The curriculum is documented and readily available on the intranet to all staff, for the purposes of continuity and progression, and to be used for opportunities for cross curricular work. Modifications to medium term plans occur as assessment of pupils' learning inform teachers of pupils' individual and changing awareness, knowledge and skills base.

Keeping parents informed

Arnold Lodge has an open door policy and staff are very willing to discuss curriculum matters with parents. In addition parents are kept informed of the curriculum through the following:

- An overview of the curriculum is sent to parents of every class/form in readiness for the new academic year.
- Parents receive form / class letters, outlining curriculum activities for the coming term.
- Parents evening are held twice a year
- Individual pupil reports are sent home twice a year
- Curriculum sessions are held either during the day or after school

- Newsletters and targeted curriculum letters
- Open Mornings
- Prep diaries, with timetables
- Careers evening
- GCSE evening
- Assemblies and displays

Resources

An annual budget for each department is drawn up and approved. Resources are deployed as appropriate and used to support the curriculum.

Extra Curricular

There is a programme of extra curricular activities and clubs which extend and compliment the curriculum. This programme changes from year to year.

Please read this policy with reference to:

SEN policy
Gifted and talented policy
Equal opportunities policy
PSHEE policy and scheme of work
Safeguarding policy
Assessment policy
Teaching and learning policy
Curriculum plan

Review of this policy: 2011