



Annemount

Nursery and Pre-preparatory School

Curriculum Policy in EYFS and Key Stage One

At Annemount School we ensure that pupils of compulsory school age (in accordance with section 8 of the Education Act 1996), are provided with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Through these experiences children acquire speaking, listening, literacy and numeracy skills. The subject matter that is taught is appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP.

We offer a balanced and broad curriculum based on the EYFS framework and the National Curriculum. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. We provide relationship and sex education and personal, social, health and economic education which reflects the school's aims and use a Barnet Borough scheme to support teaching. At Annemount all pupils have the opportunity to learn and make progress in preparation for experiences of adult life. The school's aims and ethos are underpinned by a focus on the PSHE (Personal, Social, Health and Economic) curriculum which is differentiated for the EYFS and Key Stage One.

Teachers prepare cross curricular planning, which ensures that topic work links to the different areas of learning thus giving the pupils a rich and varied learning experience which will strengthen their knowledge and understanding. It also includes the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

Aims

Our school curriculum is underpinned by the values that we promote at our school. The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. These are the main values of our school, upon which we have based our curriculum:

- We aim to provide a comprehensive, challenging and engaging core curriculum.
- We aim to plan for progression both within and across the age ranges that we teach so that each pupil is given ample opportunities to reach their potential.
- We aim to enable each pupil to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it.

British Values

In line with the government's Prevent Duty, at Annemount we ensure that the curriculum provides ample opportunities for pupils to learn about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, at an age appropriate level. This is taught in conjunction with other subjects and through a range of topics.

Planning

We plan our curriculum in three phases. We agree a long term plan which indicates what topics are to be taught each term, in each year group. Our medium term plans give clear guidance on the objectives we are working towards in each topic, each term. We plan for Mathematics using a combination of the Inspire Maths and Singapore Maths methodology in Reception, Year 1 and Year 2. Our approach centers on the quality of what is learnt rather than the time taken to teach it. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Our short term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson as well as to make clear our plans for differentiation, including extension.

Baseline assessments at the beginning of each school year inform planning and differentiation.

Children with EAL, Additional Needs and EHC Plans

The Curriculum in our school is designed to provide access and opportunity for all children. If we think it necessary to adapt the planning to meet the needs of individual children, then we do so. We follow the SEN Code of Practice in providing for children with special educational needs. Where a pupil has an EHC plan, the planning will be adapted and differentiated accordingly. The curriculum may also be adapted to suit individuals who are learning English as an additional language or children who are more able or who have a talent in a particular area.

The curriculum encourages respect for other people, with particular regard to those with protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships and pregnancy and maternity.

The Role of the Curriculum Co-Ordinator

It is the role of the Head Teacher to keep up to date with developments in the curriculum. They review the way the subjects are taught in the school and plan for improvement. Specifically, they:

- Provide strategic lead and direction with monitoring planning and books to ensure subjects are planned for and taught with high expectations
- Support and offer advice and training opportunities to colleagues
- Monitor pupil progress
- Audit, manage and replace resources where appropriate

Monitoring and Review

The Head Teacher is responsible for monitoring the way the school curriculum is implemented and aspects of the curriculum which are being developed in the School Improvement Plan.

The weekly plans for teachers are monitored, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives and differentiation.

Date: July 2020

Review: July 2021