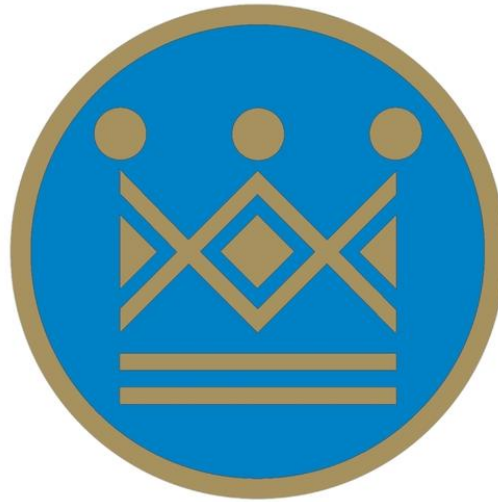




Crown House School



Curriculum Policy

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

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Reviewed: September 2024

Next Review: September 2025



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This policy also relates to the EYFS though they also have a separate curriculum. This document sets out the school's pedagogy, vision and aims and a description of the curriculum including the curriculum intent, implementation and impact. It also outlines our response to COVID. It should be read in combination with the Assessment and Tracking, Feedback and Marking and SEND Policies. This policy is set out with regard to Section 8 of the Education Act 1996 which gives pupils experiences in linguistics, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

1. Crown House mission statement, aims and philosophy

Mission statement:

Everything that happens at Crown House has the pupils and their individual needs at heart. We create an environment in which children are happy, motivated to achieve and enthusiastic about their learning.

School aims:

- To enable every child to develop emotionally, spiritually, physically and academically in a caring environment.
- To provide a broad and balanced curriculum where every child's needs are catered for and where children have high expectations of themselves.
- To value and reward positive relationships, appropriate behaviour and good manners at all times, promote high self-esteem, cooperation and consideration for all.
- To foster a spirit of cooperation and friendship between home, school and the wider community.
- To enable everyone to move on with confidence, positive memories and lasting benefits of their time with us.

Philosophy:

Our philosophy is founded on the belief that every child is an individual and with encouragement, hard work and praise can develop their potential to the full and achieve high standards. It is the responsibility of the school to provide a secure and nurturing environment where all pupils enjoy learning and grow into confident and happy individuals ready to face the diversity of future challenges and capable of making informed choices and decisions.

2. Crown House Curriculum Overview

Crown House Pedagogy

Our curriculum pedagogy is underpinned by research into metacognition in the primary classroom and principals of an enabling classroom outlined in High Performance Learning.



In line with this pedagogy a Crown House Learner is:

- A resilient learner
 - we keep on trying
 - we always have a go
 - we are not afraid of making mistakes
 - we use the word YET
 - we are courageous

- A reflective learner
 - We think about how we learn and can talk about it

- A creative learner
 - We do not shy away from challenges
 - We use creative thinking to help us understand how to solve problems
 - We always ask why

- We are kind and tolerant learners
 - We show empathy and respect
 - We understand others
 - We make a positive difference to others

At Crown House we have identified the following learning skills, which our pupils use to identify how they learn:

- Looking
 - Listening
 - Thinking
 - Remembering
 - Deciding
 - Keep trying
 - Making connections
 - Improving
 - Taking turns
 - Predicting
 - Justifying choices, suggestions and opinions
 - Applying other learning
-
- **Intent statement:**



At Crown House school, our curriculum is designed to enable all our pupils to become Crown House Learners and use our learning skills to help them to articulate how they learn. It is also designed to achieve our whole school mission statement, aims and philosophy, it ensures that all our pupils including those with SEND have the skills and knowledge they need to encounter future opportunities and challenges positively. When they leave us they are ready for their next step. Our school is a small, happy, caring, child-centered, culturally diverse community that embraces family values and positive relationships.

Every child is recognised as a unique individual, their academic achievement is only part of our vision for them, through our broad and varied curriculum we try to provide extra-curricular opportunities in music, drama and sports for all our pupils. We celebrate, share and learn about our culturally diverse backgrounds and organise hands-on learning experiences to enhance all our pupils' accomplishments. Our continually developing inclusive curriculum is underpinned by our pedagogy. These learning attitudes and behaviours are visible throughout the school and influence our pupils' personal development and overall achievement.

The school's curriculum follows the National Curriculum as most of our pupils go on to the local state schools. We aim to extend beyond the National Curriculum through specialist teaching and a range of broad extra –curricular learning opportunities. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

- **Implementation**

The senior leadership team, subject leaders and teachers are responsible for designing and implementing a broad curriculum which is delivered in innovative ways to excite and engage our children and enable them to become Crown House Learners. As part of this process: -

- All curriculum policies are reviewed yearly and contain the progression and acquisition of skills and knowledge across the school. Schemes of work will be reviewed and altered to make sure they address the needs of Crown House pupils and enable them to become Crown House Learners.
- The policies will outline how the subject will be tracked and assessed, which will be a mixture of O Track, end of unit tests and summative tests during our assessment weeks.
- The subject leaders will be responsible for the subject development plans which will be informed by regular lesson observations, pupil discussions and work scrutiny as well as subject discussions in staff meetings and INSET days.
- Teachers will be asked to continually improve their subject knowledge through attending regular internal and external CPD
- Opportunities for subject enrichment like assemblies, trips, visiting speakers and themed weeks will be identified and included in curriculum plans and policies
- The progress of SEND and G&T pupils will be tracked through pupil progress meetings and any support actioned
- All pupils will be given the opportunities to become resilient, reflective, creative and tolerant learners through effective timetabling, planning, displays, assemblies and whole school initiatives.
- Pupils are prepared for the opportunities, responsibilities and experiences of the next stage of



their education and lives.

- High expectations will be identified through learning objectives and support actioned through identifying success criteria and providing resources.
 - Technology is used effectively in supporting teaching and learning and gives pupils the opportunity to present work in personalised ways.
 - Pupils understand their own personal safety and that of others, including awareness of safeguarding
 - Pupils are encouraged to work collaboratively and successfully develop the ‘soft skills’ needed to equip them for life.
 - Pupils are encouraged to respect for other people, paying 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).
 - Ensures that pupils develop an understanding of Fundamental British Values and uphold these throughout the curriculum, including assemblies and PSHE lessons.
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- **Impact**

We will measure the impact of our curriculum through the following:

- Analysing our results achieved against expectations at our regular pupil progress meetings
- Pupil discussions about their learning
- Work scrutiny looking at evidence of learning throughout the unit on work by analyzing beginning of unit elicitation and end of unit assessments
- Reviewing O track results

3. Crown House Curriculum Design

Our curriculum is designed to enable each child in our care to fulfil their potential. All pupils learn and develop their skills to the best of their ability so that they become confident, resourceful, enquiring and independent learners, evaluating their own performance, and understanding what they need to do next in order to improve. The curriculum is planned and delivered so that children develop an age-appropriate knowledge and understanding of the protected characteristics during their time at Crown House. The Early Years Foundation Stage will follow a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.



Linguistic Development: We aim for our pupils to be clear and confident communicators with the ability to use reading, writing, speaking and listening to access information and share their ideas. In addition to a full programme for teaching English, the children are taught French from Reception to Year 6.

Mathematical Development: We aim to develop an enthusiasm and curiosity for mathematics in order to allow pupils to make calculations, to understand and appreciate relationships and patterns in number and space, to apply mathematical language and skills to everyday life, to develop their capacity to think logically and to express themselves clearly.

Scientific and Technological Development: We aim to teach pupils about their world, both natural and man-made, including how their environment and society have changed over time and their role in its future development. The ability to effectively use ICT is an essential skill in modern society. Computing skills are taught in lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. Pupils also learn to write computer programs in their computing lessons.

Human Development: History and Geography are taught through topics in Key Stages 1 and 2. This is concerned with people, and their environment and how human action now and in the past, has affected events and conditions. We ensure that during a child's education at Crown House school they experience a broad range of knowledge and skills in these subjects.

Social, Moral, Spiritual and Cultural Development: At Crown House School we believe that effective learning requires a healthy, settled and evolved emotional life. We promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for future learning, encouraging them to think for themselves, to learn to select and use methods and resources and to be discriminating. We aim to develop their self-esteem and encourage them to respect the ideas, attitudes, values and feelings of others, showing respect for different cultures. We also enable pupils to have an awareness of their own spiritual and moral development, so that they understand right from wrong, and the importance of truth and fairness, allowing them to grow up committed to equal opportunities for all.

We teach pupils to be positive, responsible citizens, to understand their community and feel a valuable member of it, so that they can live and work co-operatively with others and make correct judgements to stay safe. Teachers model and teach acceptable and appropriate behaviour, both inside and outside the classroom.

Physical Development: At Crown House School we aim to cultivate each child's physical skills and confidence, through a healthy diet, adequate play, and a safe and spacious environment and organised sporting activities. We encourage the pupils to be fit and healthy, underpinning our belief that physically fit children are mentally fit children.

Aesthetic and Creative Development: Crown House School promotes participation in, and enjoyment of, creative aspects of the curriculum, such as art, music, encouraging the pupils to develop their imagination, spontaneity and individuality.



Organisation and Planning

The starting points for our curriculum include the National Curriculum, the Primary Frameworks for Mathematics and English, and the requirements of the 11+, Common Entrance and other Independent Senior School examinations. A proportion of the pupils therefore progress at a faster pace than is indicated by the National Curriculum Attainment targets. Specialist teachers collaborate in designing schemes of work that enrich the skills and content of each subject area.

4. Content and Delivery

Our pupils receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full time supervised learning, with the school day as follows:

Year Group	Core School Hours
Pre-School	8.45 – 15.30
Reception	8.30 – 15.30
Year 1 and 2	8.30 – 15.30
Year 3, 4, 5 and 6	8.30 – 15.45

5. The Curriculum Process

Early Years Foundation Stage In accordance with the statutory changes from September 2021, Reception follows the Early Years Foundation Stage through the teaching of three prime areas and four specific areas, as follows:

Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development

Specific Areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design

Each area of learning and development is implemented through planned and purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Pupils learn by leading their own play and by taking part in plays which are guided by adults. There is an on-going judgement made by practitioners about the balance between activities led by the pupils and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help prepare for more formal learning, ready for Year 1. An EYFS profile is completed to celebrate the progress of each Reception pupil at Crown House School. These are shared with the parents.



Key Stage One and Two in Pre-Prep and Prep School the curriculum is taught through discrete subjects and topic areas are linked where relevant. Over the course of the academic year, each child can experience the full range of National Curriculum subjects, with increased specialist subject teaching in Upper School. Our whole school curriculum map indicates the broad objectives and the links between subjects.

Work is planned by topic, usually over a term or half a term, as deemed relevant. These medium-term plans contain the details of the work to be covered, with a progression of learning objectives. The pupils are taught in mixed ability classes and our plans also indicate how the work will be differentiated.

Religious Education: Religious Education is available to all pupils. At Crown House School we give the pupils a broad religious education, encompassing many faiths, to encourage knowledge, awareness and tolerance. This is done in a cross-curricular way throughout the school in lessons, assemblies and celebrated activities. We also follow the Discovery RE programme of study.

Personal, Social, Health and Economic Education (PSHEE): PSHEE is catered for through assemblies, circle times, guest speakers, projects and science curriculum. Our Positive Behaviour Policy and Golden Rules promotes a positive environment for learning. Crown House School believes that an effective whole child approach to learning requires a healthy, settled and evolving emotional life including the development of social skills towards adults and peers. We prioritise pastoral care and the wellbeing of the pupils, adopting a happy and relaxed atmosphere in classrooms and around the school. A variety of teaching and learning strategies are used, including group work and paired work, as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom.

We believe the pupils' opinions and thoughts must be heard and valued. The pupils are given a voice through elected school council members, chosen by each class from Years 2-6. These councilors are elected once a year. Minuted meetings are held in conjunction with the Head Teacher and the teacher responsible for the School Council and councilors are then given the opportunity to feedback and seek out the views and opinions of their peers. Our PSHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from PSHEE lessons, projects, form time, circle time, assemblies, and involvement in school and the wider community. Pupils are encouraged to play active roles to help them develop confidence in presenting their views, negotiating, working as teams and organising events. Fund raising for nominated charities and school fairs are some examples. Pupil surveys and suggestions provide opportunities for the pupils' voices to be heard.

British Values We actively promote British Values throughout the curriculum and during our day at school. The values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths are promoted through such things as:

- School council
- Positive Behaviour and Exclusions policy
- Celebration Assemblies
- Visits
- Crown House values



- PSHEE
- Assemblies
- Religious Education

Relationship and Sex Education: We provide sex education within the science curriculum and within the RSE curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils in Year 6, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Protected Characteristics: The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race: can refer to colour, nationality, ethnic or national origins
- religion or belief: can refer to religious or philosophical beliefs, including a lack of belief
- sex: refers to a person's gender
- sexual orientation

No form of discrimination is tolerated at Crown House School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We address this in several ways, such as through our carefully timetabled assemblies and themed weeks that address respect and tolerance, our Crown House Learning Behaviours, our Crown House Virtues and our PSHE scheme of work. We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner across the curriculum.

Crown House Themed weeks, whole school focus areas and assemblies:

- Cultural Diversity week
- Black History Assembly
- Anti-Bullying assembly
- Children's' Mental Health assembly
- Remembrance Assembly
- Children in Need
- Comic Relief
- Working towards the Equality and Diversity Award

Physical Education and Games: All pupils are expected to take part in the school's Physical Education and Games lessons. Pupils can only be excused from these lessons for medical reasons, for which contact from parents is required, or other reasons agreed by the school.



Regular competitive fixtures are organised within the PE and Games Curriculum, encouraging sportsmanship, leadership, improvement of skills in a competitive situation and above all else an enjoyment of the activity.

Extra-Curricular Programme We have a wide and varied programme of clubs to explore different curriculum areas further including creative and sporting activities that take place outside the formal curriculum. We value the opportunity for pupils to interact within mixed age and ability groups. This enhances our education provision. All pupils are encouraged to take part in the programme of activities.

Trips and Outings School trips form an important dimension of a child's educational experience, taking the classroom into the outside world and forming shared experiences with teachers and peers.

All classes are expected to go on at least one trip per year to complement their learning in the curriculum. Extensive use is made of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest. (See Outdoor Learning Policy and Educational Visits policy).

Residential Trips Residential trips provide pupils with the opportunity to learn new skills, such as problem solving and team challenges; to develop their organisational, team working and leadership skills; to build relationships with others, accepting and supporting them, and working cooperatively; to gain greater independence; and to become risk aware.

All trips are undertaken with due care and attention, complying with our Safeguarding, Health and Safety and Educational Visits policies.

6. Homework

Homework is intended to reinforce work done in lessons and to encourage independent study skills. By gradually increasing the amount given as the pupils' progress through school, we aim to develop and support their ability to use their initiative and organise themselves. Expectations for length of homework and levels of support required are clearly conveyed to parents and reinforced by the class teachers at the curriculum evenings at the beginning of the academic year. Teachers ensure that homework expectations are consistent across the year group. The time spent on homework is valued by teachers and they provide prompt feedback to the pupils.

7. Children requiring additional provision

Our curriculum is designed to provide access and opportunity for all children through differentiated lessons and support. Some children require further adaptation to the curriculum to meet their individual needs. This may include learners with difficulties and/or disabilities (LDD), children with special educational needs and disabilities (SEND), children with English as an Additional Language (EAL), or children who are particularly gifted or talented (G & T) in some way. Support, enrichment and extension activities are documented in schemes of work in order to plan and differentiate for all learners.



We make every effort to meet the needs of each individual child including those with an EHC plan. We comply with the requirements set out in the SEND Code of Practice 2015. If a child is seen to require special provision, their teacher consults with the SENDCO, who will make an assessment of this need. The class teacher will be given support to provide resources and educational opportunities which, in most instances, will meet the child's needs within the normal classroom setting. If a child's need is greater than that which we can provide within this normal classroom context, there are established courses of action to support the child with their learning (see SEND Policy, G&T Policy).

8. Effective Teaching and Learning

The school recognises that pupils have a variety of different learning styles. We aim to provide a stimulating learning environment which sets the climate for learning and promotes high quality work for the children. A variety of learning and teaching methods, learning displays, as well as materials and resources are used in all subjects to suit the different needs of our pupils. We encourage as many varieties of experiences and multi-sensory learning as possible, working from tangible practical experiences to more abstract concepts as the child progresses.

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them.

Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching;
- creating a positive and supportive atmosphere based on praise;
- treating children with respect and as individuals, listening to them sensitively;
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate;
- ensuring their expectations of the children are high;
- demonstrating good subject knowledge and competency in teaching the relevant skills, using teacher modelling;
- building upon the children's previous skills and knowledge, setting clear objectives that are easily understood, so the children know what they must do to be successful learners;
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding;
- communicating clearly and teaching using a variety of strategies, including effective questioning, teacher modelling and high-quality verbal feedback and marking;
- managing pupils well, being consistently firm but fair (see Positive Behaviour and Exclusions Policy);
- assessing pupils' work thoroughly and using assessments to help and encourage pupils (see Assessment, Feedback and Marking Policy); and
- using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating.

Effective learning is shown when children are able to learn in different ways. These include



- demonstrating Crown House Learning skills of being a resilient learner, a reflective learner, a creative learner and a tolerant learner,
- participating actively throughout the lesson;
- working co-operatively in small groups and pairs, using methods such as think-pair-share and talk partners, to enhance discussion and understanding;
- asking and answering questions;
- using firsthand, multi-sensory experiences;
- working independently, using their own judgement to make decisions;
- investigating and solving real-life problems;
- researching and finding out;
- being creative and using initiative to design and make things;
- debating, taking part in role plays and presenting orally;
- using multi-media: watching television, using computers, digital cameras, IWB, data loggers;
- working outside and visiting places of educational interest;
- participating in physical activity; and
- evaluating their own learning using success criteria and AfL methods.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on their learning. We want them to realise that they have learnt effectively by:

- knowing that they have succeeded using success criteria;
- feeling good about their achievements;
- feeling confident to do more;
- explaining what they have learnt;
- applying their learning to new situations; and
- teaching another child.

9. Assessment, Recording and Reporting

We believe that effective assessment provides information to inform teaching and learning and is therefore an essential part of the teaching process. At Crown House School, assessment takes many forms, both formative (AfL) and summative, and can be formal or informal. Teachers use standardised assessments to track the progress of individual pupils, in mathematics and English. We use information collected from assessments to allow us to guide our future planning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do to improve.

We believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing assessment information with the parents at twice yearly Parents' Evenings, Autumn and Spring end of term reports and a full written report in the Summer. We aim to give parents clear and accurate information on their child's attainment and progress, so that teachers, children and parents are working together to raise standards.



10. Monitoring and Review

The Head and senior leadership team have responsibility for the leadership of the curriculum, teaching and learning, and monitoring the effective delivery of this policy. This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities;
- ensuring staff professional development promotes good quality teaching and learning;
- monitoring the quality of teaching and learning through lesson observation and the scrutiny of planning and assessment data; and
- reviewing annual subject action plans and guiding in the development of the curriculum, teaching and learning.

The Deputy Head oversees and supports the EYFS Co-ordinator and the subject leaders in developing and updating the curriculum and ensuring that there is progression and appropriate coverage.

The subject leaders are responsible for monitoring, planning and also the quality of teaching and learning in their subject areas, keeping up to date with curriculum developments and providing INSET when necessary.

Crown House School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). We are also committed to instilling in our pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject.

This policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.