



CHINTHURST SCHOOL  
TRADITIONAL VALUES | MODERN TEACHING

# Chinthurst Preparatory School

## Curriculum Policy

Reviewed by TB/SN/WB - September 2016

Next review date – September 2017

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## 1.1 - Introduction

1.1.1 - At Chinthurst School we believe that learning should be an enjoyable experience, and we aim to provide a range of stimulating and challenging activities across a broad and balanced curriculum supported by a wide range of extra-curricular opportunities.

1.1.2 - We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children, whilst enjoying the opportunity to stretch our pupils outside of the National Curriculum when required.

1.1.3 - We enrich our curriculum by actively promoting our strong inclusive ethos based on respect for ourselves and others, equality and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

1.1.4 - We are committed to developing the whole child via a holistic approach. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We actively promote the spiritual, moral, mental and physical development of our pupils.

1.1.5 - Chinthurst School provides a full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

1.1.6 - Our school's curriculum comprises all the planned activities that we organise in order to promote learning, and personal growth and development to ensure that all pupils have the opportunity to learn and make progress.

1.1.7 - The subject matter and planning at each level of our school is appropriate for the ages and aptitudes of pupils, including those pupils with a statement and those whom English is an additional language, the most able pupils and those pupils who have other particular needs such as those who perform a caring role at home as young carers. The school will take additional actions to ensure that these pupils receive the support they need to achieve educationally while taking into full consideration the impact of their caring responsibilities.

1.1.8 – Long, medium and short-term planning and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The curriculum is planned and delivered with the expectation that it effectively prepares the pupils for the opportunities, responsibilities and experiences of life in British society.

## 1.2 – Curriculum Aims and Objectives

1.2.1 - The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable all children to learn and make significant progress.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy and information technology (IT).
- To enable children to be creative through art, dance, music, drama and design technology.
- Where a pupil has a statement/ EHC Plan, to provide education which fulfils its requirement.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and values.
- To enable children to be positive citizens in society and to feel that they can make a difference.
- To enable children to understand and respect other cultures.
- To fulfil all the requirements of the National Curriculum and stretch our pupils beyond it.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To enable children to be active and take responsibility for their own Health and well-being.
- To enable children to be passionate about what they believe in and to develop their own thinking.
- To enable children to ask questions and take risks in a secure environment
- To enable children to develop their intellect including their emotional development.
- To adequately prepare children for the opportunities, responsibilities and experiences of adult life suitable for their age.

## 1.3 – Curriculum Organisation and Planning

1.3.1 - We plan our curriculum in three phases. We agree a long-term plan for each key stage and subject. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

1.3.2 - Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We have regard for the National Curriculum in English, Mathematics and Science and our medium-term planning reflects the guidance in those documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

1.3.3 - Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objective, success criteria, outline of lesson, teacher & children activities & resources, differentiation, plenary, assessment, next steps and homework given.

1.3.4 - In the Early Years Foundation Stage, and also at Key Stage 1 and 2, cross curricular links are made between subjects. In our Nursery we adopt an inter-disciplinary topic approach to curriculum planning, which may also be used at Key Stage 1 or 2. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

1.3.5 – Our planning is informed at all times by assessment, both informal and formal. Pupils are formally assessed using the ‘Rising Stars’ Assessment and Tracking system in English, Mathematics and Science from Year 1 up to and including Year 6.

## 1.4 – The Curriculum and Inclusion

1.4.1 - The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children’s access to the curriculum we will do so in order to meet their needs.

1.4.2 - If children have special needs or learning difficulties, our school does all it can to meet the individual needs, and we have regard for the SEN Code of Practice (SEND Policy).

1.4.3 - If a child displays signs of having learning difficulties, then his/her teacher makes an assessment of this need alongside the school SENCO. In most instances the teacher and the SENCO are able to provide the resources and educational opportunities that meet the child’s needs within normal class organisation.

1.4.4 - At times we may involve external agencies to help us make an assessment. We provide additional resources and support for children with special needs in line with the schools’ SEND Policy.

1.4.5 – Our SEND policy also identifies all teachers to be responsible for the teaching and progress of a pupil with recognised needs. The policy outlines how the school will aim to address pupil needs should the situation arise.

1.4.6 - Some children in our school have physical disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

1.4.7 - The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002 alongside schedule 10 of the Equality Act 2012 and the SEN Code of Practice 2014.

1.4.8 - All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to able-bodied children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

1.4.9 - The school would seek to meet the needs of pupils where English is not their first language.

1.4.10 – The school also seeks to meet the needs of pupils who are identified as Gifted and / or Talented. Our schemes of work aim to address the needs of pupils who are identified as Gifted & Talented both within the curriculum and outside of it via dedicated Gifted and Talented activities. Please refer to our separate Gifted and Talented Policy for more details.

## 1.5 – Curriculum Details - Nursery

1.5.1 - At Chinthurst School we provide a broad and balanced curriculum in accordance with The Early Years Foundation Stage framework for the learning, development and care of children from birth to five.

1.5.2 - We aim to deliver the curriculum in a positive and exciting way, encouraging children's natural interest to learn, recognising that every child is unique and that they learn in different ways and at different rates.

1.5.3 - The six areas of learning that we focus on are:

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

1.5.4 - We place great emphasis on learning to read, and have daily phonics sessions and cosy book areas, to encourage a love of reading.

1.5.5 - We also have daily writing activities and constantly accessible subject focus areas with resources around our classrooms and in the Nursery Garden, such as numeracy tables, the I.C.T. areas and creative tables and easels.

1.5.6 - Learning through play is incredibly important for developing confidence and social skills. We have different role-play areas which are changed regularly and lots of indoor/outdoor play equipment.

1.5.7 - Subjects including Science, History, Technology, Geography encouraging pupils' investigation skills are developed by the use of topics such as:

- How we Grow
- Healthy Eating
- Autumn and Harvest
- Light, Dark and Diwali
- Winter and Christmas
- Colour, Shape and Texture. (Chinese New Year)
- Growing, Spring and Easter.

1.5.8 - We have P.E. lessons on Monday and Friday, when the pupils wear their school tracksuits. We also have lots of exciting sports equipment which is readily accessible to the children. Nursery pupils also have weekly Music, and Swimming lessons.

1.5.9 - The Nursery curriculum is enhanced with many outings and events at the Nursery each term, which allow the children to learn about themselves and the world, people and communities around them.

## 1.6 – Curriculum Details – Pre-Preparatory

1.6.1 - In Pre-Prep we focus on the core curriculum subjects of English, Mathematics and Science alongside a structured approach to the foundation subjects.

1.6.2 - We aim to make English an exciting and creative learning experience. Following on from the EYFS setting we teach our pupils to read ever more challenging texts so that they can then "read to learn." This includes weekly phonics sessions using the Jolly Phonics framework.

1.6.3 - We aim to ensure that each pupil enjoys reading and writing. We encourage them to write poetry, stories, diary entries and other prose with good use of language, have fun in drama and take pride in their handwriting.

1.6.4 - In Mathematics and Science, we provide challenging and stimulating activities in Numeracy, Practical Mathematics and Problem Solving.

1.6.5 - We encourage our pupils to develop an enquiring mind through practical work involving prediction, investigation and analysis. ICT forms an integral part of the curriculum and supports all aspects of learning both within lessons and as a stand-alone subject.

1.6.6 – Spiritual, Moral, Social and Cultural development is woven into all aspects of our curriculum. Alongside this, PSHEE is an important aspect of our curriculum and we encourage pupils to demonstrate tolerance in line with fundamental British values and respect

with regard to the protected characteristics under the Equality Act 2010. In order for our pupils to develop into good citizens, we explore a variety of topics such as health and well-being, relationships, living in the wider world and economic good practise.

1.6.6 - Reception, Year 1 and Year 2 are given a structured introduction to French and Spanish in a fun and interactive way by a fully qualified language specialist in our Main School setting. One lesson a week is taught for each Year group.

1.6.8 - Our main aim in the teaching of History is to stimulate our pupils' interest in the past so they can better understand the world and develop an understanding of chronology. This is done via a range of topics, including The Romans.

1.6.9 - The Geography department provides a holistic approach to Geography where the pupils are able to learn, develop and practise geographic skills that they can apply to a wide range of topics as they study and appreciate their ever-changing environment.

1.6.10 - Our Geography curriculum stimulates our pupils' interest and understanding of people and places. The pupils also undertake several local field studies.

1.6.11 - The pupils develop a visual perception and love of art through the use of a wide range of media and materials. We study the life and work of various artists to broaden their appreciation and understanding of art, including Joan Miro and Claude Monet.

1.6.13 - In addition, they enjoy tasks involving designing and making which develop their creative ideas and skills in investigation and evaluation.

1.6.14 - Religious Studies has a unique role to reflect in reflecting Chinthurst's ethos and values, as demonstrated by daily acts of worship including assemblies and hymn practices, culminating in the weekly whole school church service.

1.6.15 - Similarly, Religious Studies has a special contribution to make to the social, moral, cultural and spiritual development of pupils. In Pre-Preparatory, pupils study bible stories and a range of different religions in a weekly R.E. lesson.

1.6.16 - In music the pupils experience the fun of singing songs and playing percussion instruments. They also listen to music, create their own music and perform musical plays to the parents.

1.6.17 - All pupils participate in a wide range of physical activities specifically designed to improve their levels of confidence and skill. In such P.E lessons, attention is paid during all sessions to developing pupils' technical skills, speed, stamina, and agility.

1.6.18 - We also consider Games to be one of our strengths in Pre-Preparatory and there is a variety of Games Clubs in addition to the normal PE (one lesson a week) and Games (one afternoon a week) lessons. Every Saturday morning, Games, Swimming and Netball clubs are held which are always well attended.

1.6.19 - There is also an extremely popular Year 2 Rugby club on Thursday evenings during the Summer Term, promoting the game and developing core skills.

1.6.20 – Tennis, judo, dance and cricket lessons, amongst others, coached by a range of professional coaches are also available.

1.6.21 - Swimming lessons help to encourage the pupils to become confident, competent swimmers in all basic strokes. Swimming commences in Nursery through to Year Two and is built into the weekly timetable.

## 1.7 – Curriculum Details - Preparatory

1.7.1 - In the Preparatory School pupils follow a broad and balanced curriculum, covering English, Mathematics, Science, French, Spanish, History, Geography, Religious Studies, Design Technology, Information Technology, Music, Art, Physical Education and Games.

1.7.2 - The syllabus is designed to follow the National Curriculum, and at the same time go beyond it to cover the requirements of 11+ exams, as well as Common Entrance and Scholarship exams, which are taken at the age of 13.

1.7.3 – In English we aim to inspire an appreciation of the English Language and through this encourage an interest in English literature, writing, reading and drama.

1.7.4 - Mathematics is an essential tool in many aspects of everyday life in both terms of its content and also the process it involves. We focus on developing skills working systematically, generalising, justifying, interpreting and questioning and we recognize that Mathematics enables us all to solve problems, to interpret and appreciate the world around us.

1.7.5 - ICT is taught as a subject throughout the school, covering the skills and processes which allow the pupils to make full use of ICT in their work. Each subject department has incorporated the use of ICT into their planning.

1.7.6 - Physics, Chemistry and Biology are studied throughout the different year groups both in the classroom as well as in a well-equipped laboratory. From a young age the pupils are exposed to the benefits of practical investigations. They are guided and taught to establish basic hypotheses for their experiments and to draw conclusions from their results and discoveries.

1.7.7 - A hands on approach to learning ensures that the theoretical knowledge is applied and reinforced practically affording each pupil an experiential understanding of each topic covered. Lessons are supplemented by various outside educational visits.

1.7.8 - The Modern Language Department at Chinthurst aims to ensure in every pupil the highest degree of confidence, fluency and enjoyment of foreign languages and cultures. Pupils are able to study 2 modern languages, French and Spanish.

1.7.9 – French and Spanish are introduced in Reception and taught through to Year 8 with a strong emphasis on the use of the target language where appropriate.

1.7.10 - In History, we strive to promote enjoyment and knowledge of the subject. We stress the importance of chronology and of causation and effect.

1.7.11 - We learn of the past in Britain and the greater world, and how that past influences the present. The children discover the diversity of human experience, relating this to their own (experience) as a member of British society.

1.7.12 - Curricular enrichment is brought about by an extensive programme of visits including: Newhaven Fort, The British Museum, Bodiam Castle, Hampton Court and the Tower of London. In addition there are regular school-based workshops on The Romans, The Vikings, The Victorians and Ancient Egypt.

1.7.13 - Geography fulfils an important role in the school curriculum. Theoretical knowledge is explored in the classroom and experienced through various practical exercises. These take place either in the local school environment, along the river Tillingbourne or as far afield as Twr-y-Felin in Wales.

1.7.14 - The Geography department provides a holistic approach where the pupils are able to learn, develop and practise geographic skills that they can apply to a wide range of topics as they study and appreciate their ever-changing environment.

1.7.15 - Issues and topics covering a broad field of study are brought to life through interactive studies using a wide range of media, from ICT research, local news and video articles and current events publications, such as National Geographic.

1.7.16 - Religious Studies has a unique role to reflect Chinthurst's ethos, as demonstrated by daily acts of worship including, whole school, house and form assemblies, culminating in the weekly whole school church service.

1.7.17 - Similarly, Religious Studies has a special contribution to make to the social, moral, cultural and spiritual development of pupils.

1.7.18 - In Years 3 and 4, pupils study stories from the Children's Bible both Old and New Testament. The process of questioning authenticity and their relevance to shared human experience is gradually developed.

1.7.19 - In Year 5 the pupils are introduced to the Good News Bible and biblical stories are further explored in particular their relevance to Contemporary Issues.

1.7.20 - In Year 6 pupils study world religions other than Christianity to further their understanding of other belief systems and cultures, to develop their tolerance of other religions and in particular to recognise the similarities in different belief systems

1.7.21 - In Years 7 and 8, pupils exclusively study the biblical texts set out in the Common Entrance syllabus and develop their understanding of Contemporary Issues in order to be able to discuss these issues in written form.

1.7.22 - In addition, all pupils are encouraged to take the course work option for Common Entrance to submit a project investigating 'How the Church meets the needs of the Community'.

1.7.23 - We aim to provide the pupils with a wide range of experiences in Art and open their eyes to different artists and art movements. They experience a wide variety of different techniques using a range of materials including 3D work, modelling, clay firing and printing.

1.7.24 - The pupils also visit a range of art galleries and workshops outside the classroom environment.

1.7.25 - In Design Technology we aim to harness a curiosity as to how and why things work and the pupils are encouraged to become 'young designers'. They learn to evaluate designs past and present, and are encouraged to think critically encouraging aesthetic creativity.

1.7.26 - We believe in providing a wide and varied range of both curricular and extra-curricular musical activities in which pupils are encouraged to participate fully, in order to help them to achieve their full potential and to enjoy the subject in its own right.

1.7.27 - Class music is taught by specialist music staff, to cover all aspects of musicianship including a study of world music, the elements and theory of music, contemporary and popular music and the history of western classical music, through the activities of performing, composing, arranging and listening.

1.7.28 - . Workshops are included in the syllabus to support and enhance learning in class music lessons, as well as the use of ICT across the curriculum.

1.7.29 - Rugby, Football and Netball are played during the Christmas and Easter terms, with Cricket and Rounders played during the Summer term

1.7.30 - In addition to these three major sports, Chinthurst also offers comprehensive and competitive programs in swimming, netball, tennis, athletics, fencing, taekwondo and dance.

1.7.31 - Health related fitness, gymnastics, dodgeball and SAQ's are also fully covered within the P.E. curriculum.

1.7.32 - Whilst the school has achieved a high level of national success in a number of these sports, it remains our core philosophy that all skill levels are catered for, so that pupils are afforded the opportunity to develop at their own pace and within an environment that engenders confidence and enjoyment whilst educating pupils toward a healthy lifestyle.

1.7.33 – As in Pre-Preparatory, Spiritual, Moral, Social and Cultural development is woven into all aspects of our curriculum. Alongside this, PSHEE is an important aspect of our curriculum and we encourage pupils to demonstrate tolerance in line with fundamental British values and respect with regard to the protected characteristics under the Equality Act 2010. In order for our pupils to develop into good citizens, we explore a variety of topics such as health and well-being, relationships, living in the wider world and economic good practise.

1.7.34 - PSHEE is taught not only through the dedicated curriculum but is also evident in other subject areas such as the Science curriculum (Health and Sex Education), the Art curriculum (e.g. recycling), the Design Technology curriculum (Food technology) and the RE curriculum (religions, cultures).

1.7.35 – In Years 7 and 8 we also provide impartial Careers Education guiding pupils to make informed choices about a broad range of options in conjunction with encouraging them to fulfil their potential.

## 1.8 The Role of the Subject Leader / Co-ordinator

1.8.1 - The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

1.8.2 - Subject leaders are responsible for updating leadership folders. In addition, subject leaders have a responsibility to oversee subject planning and preparation and to discharge their leadership duties.

1.8.3 - It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

1.8.4 - They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

1.8.5 - Each subject leader reviews the curriculum plans for the subject, ensures that there is regard for the National Curriculum and common entrance and senior school entrance examination coursework, and sees that progression is planned into schemes of work.

## 1.9 - Monitoring and Review

1.9.1 - The Headmaster, supported by the SLT and Subject Leaders, is responsible for the long term, medium term and day-to-day planning within the school, alongside organisation of the curriculum. They monitor learning in accordance with the school aims and values.

1.9.2 - Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and learning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

1.9.3 - This policy is monitored by the Headmaster and the Heads of Policy & Procedure. It is reviewed on an annual basis.