

Herne Hill School

for love, care and an excellent education

Independent Co ed Pre Prep & Nursery,
Founded 1978, Member ISA

www.hernehillschool.co.uk



CURRICULUM POLICY

Aims and values

At Herne Hill School, we aim to give our pupils as broad an education as possible. We believe that by instilling an enthusiasm for learning at an early age we will build strong foundations for our pupils' future education.

The school ethos of 'love, care and an excellent education' and our desire to provide opportunities for all our pupils to learn and achieve underpin the aims and delivery of our curriculum. We also seek to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Our curriculum is regularly reviewed and updated in line with the needs of the pupils and national recommendations.

Equal opportunities

We are committed to and strive for equal opportunities and inclusion in all of our policies, procedures and practices. We do not discriminate against a child (current or prospective) on grounds of gender, race, colour, nationality, ethnic origin or disability.

The Foundation Stage

The Early Years Foundation Stage forms the basis of the curriculum in our Nursery, Kindergarten and Reception classes. The curriculum is planned in accordance with 'The Early Years Foundation Stage Statutory Framework'.

Our practice is built on the four guiding themes of EYFS. The three themes of 'A unique Child', 'Positive Relationships' and 'Enabling Environments' provide the context for the requirements of the EYFS. They also underpin and support the six areas of learning making up the fourth theme of 'Learning and Development'. The six areas of are:

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

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- Creative Development

We recognise that every child is a competent learner from birth, and through careful assessment of each individual we tailor a programme appropriate for their specific strengths and needs. We aim to build secure and loving relationships with the children. We nominate a key person for each child in the school year, taking into account to whom the child responds well in the school environment. We aim to foster strong partnerships with parents, encouraging them to take an active role in their child's learning experiences.

We recognise that the environment plays a key role in extending and supporting children's development and learning. Our Foundation Stage classrooms and outdoor spaces are set up for continuous provision of the curriculum, enabling the individual child to access the curriculum in a way that is appropriate for him/her.

Music and Dance are taught by specialist teachers in the Foundation Stage. In Reception, French is taught by a specialist teacher starting in the Spring Term.

Key Stage 1

Key Stage 1 of the National Curriculum begins formally in Year 1. The following subjects are taught:

- | | |
|---------------|--------------------------------------------|
| • Literacy | • Art |
| • Mathematics | • Design and Technology |
| • Science | • Physical Education |
| • History | • Information and Communication Technology |
| • Geography | • Personal, Social and Health Education |
| • French | • Religious Education |
| • Music | |

Various subjects are taught by specialist teachers as appropriate. Each subject has a coordinator who is responsible for developing the subject within the school and keeping policies updated.

Learning across the curriculum

The following areas are also promoted across the curriculum:

- Spiritual, moral and cultural development
- Personal, social and health education and citizenship

These areas are an integral part of the curriculum. They are not taught as separate subjects and all staff are responsible for delivering the syllabus through a range of approaches including subject teaching, circle time, assemblies, church services, outings, class roles and responsibilities, charity/community involvement and visiting speakers. Where appropriate some issues may be taught as discrete lessons.

Use of language across the curriculum

Pupils are encouraged to express themselves correctly and appropriately in all subjects as well as to read accurately with understanding. In addition, pupils are taught the technical and specialist vocabulary of subjects and how to use and spell these words.

Use of Information and Communication Technology (ICT)

Pupils are given opportunities to develop their ICT skills by using ICT to support their learning across the curriculum.

Health and safety

Especially in Design and Technology, ICT, Art, Science, Mathematics and Physical Education, when working with tools, equipment and materials in practical activities and environments, pupils are taught:

- about hazards, risks and risk control;
- to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others; and
- to manage the environment to ensure the health and safety of themselves and others

Supervision of pupils

The school always meets or exceeds the required staff to pupil ratios for children in the EYFS. For pupils in KS1 all classes are appropriately staffed and this varies depending on the activities in which they are engaged and the age of the pupils.

Curriculum planning

Principles to bear in mind when planning the curriculum include:

- pupils' entitlement to a broad and balanced curriculum
- continuity - across and between year groups and key stages
- progression - building on previous experiences, developing depth of knowledge and understanding of skills
- coherence - linking subjects or units of work to facilitate holistic learning
- access/differentiation - how activities can be adapted to ensure access to the curriculum for all and ensuring everyone reaches their full potential
- monitoring and evaluation - collecting observations and other evidence to support evaluation, agreeing strengths and weaknesses

Topic teaching

Teachers may choose to teach some subjects within a topic such as 'Toys', 'Famous Lives', 'Children in the 1940s', 'Holidays', etc.

Visits, outings and performances

Trips outside school are an important part of the curriculum and the Pre-Prep children tend to go on at least one outing each term to complement an area of the curriculum. As a London school there are many museums, galleries, theatres, science sites and other places of interest within easy reach by coach. We also use the area close to the school and the children often walk to study and observe different aspects of the locality or enjoy bigger open spaces in the nearby parks and sports grounds. Visitors are also invited into the school to talk to the children about subjects of special interest, usually linked to work taking place in the classroom.

Children are regularly involved in performing plays, taking part in class assemblies and giving musical performances. Where possible every child has a speaking part and there are many solo opportunities for voice and instrument players. The children learn about working collaboratively and gain in confidence from these experiences.

Special Educational Needs

The school has a Special Educational Needs Co-ordinator (SENCO). Her role is to support staff in identifying pupils' difficulties and in planning teaching strategies, to liaise with parents and outside agencies and to co-ordinate any extra help that may be required. The SENCO is responsible for the deployment of other learning support staff and children will be supported individually or in groups as appropriate.

We identify and meet the needs of able and talented children. Where appropriate the SENCO will organise individual sessions to further develop and extend these pupils.

Assessment and reporting

Assessment informs planning and establishes levels of attainment. Staff use assessment information to track pupils' progress, and the Head and subject co-ordinators use it to monitor the effectiveness of the delivery of the curriculum.

Reports to parents should be informative and accurate. Teachers should recognise the crucial role which parents play in their children's education and make every effort to involve parents in their child's education. As well as written reports, meetings with parents are arranged regularly and when requested by parents or the class teacher.