

HIGHGATE

CURRICULUM POLICY

This document contains the following:

- an introduction to the academic philosophy of the school
- an explanation of how we meet the regulatory requirements for the quality of education provided (curriculum) **(ISI Regulatory Requirements Part 1, Paragraph 2)**
- an outline of the structure of the whole school (Pre-Preparatory School)
- an outline of the four-year cycle of projects
- notes on extra-curricular activities
- notes on curriculum development
- notes on promoting fundamental British values

This document should be read in conjunction with the following complementary documents:

- Homework, Assessment and Reporting Policy **(ISI Regulatory Requirements Part 1 Paragraph 3 (a), (b), (f), (h); Paragraph 4)**
- Learning Support Policy **(ISI Regulatory Requirements Part 1, Paragraph 2 (1) (b), (h))**
- Learning Extension Policy

1. Introduction

Our vision is that all our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of literacy and numeracy. In the Nursery, we lay the foundations for all future learning as children begin to explore and understand the world through a combination of structured and child-initiated activities. As children progress through the school we focus increasingly on academic skills and as the children grow in confidence and independence they are introduced to new and challenging experiences to foster independent learning.

There is a strong emphasis on the creative arts, and specialist teaching in music, drama and SpEx is provided by specialist teachers and sports staff from the Mallinson Sports Centre. We also recognise the importance of opportunities for games and playtimes and these form an important part of our daily routine. We take account of the ability of every pupil in order to ensure that each is challenged and his or her talents fostered. When pupils leave the Pre-Prep, we want them to be confident and independent learners who are ready to embrace the challenges of the next stage of their education.

2. Meeting the Regulatory Requirements for the Quality of Education Provided (Curriculum)

- a) All pupils of compulsory school age attend school full time.

| Class | The School Day |
|------------------|--|
| Nursery | 8.45 am – 11.45 am Or 12.30 am – 3.30 am |
| Reception | 8.45 am – 3:30 pm |
| Year One and Two | 8.45 am – 3.30 pm |

- b) Through the EYFS Statutory framework and long term and medium term plans for KS1 all pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Opportunities for child initiated play, both indoors and outdoors, are integrated into the school day for Nursery children. The children in the Reception classes also have planned opportunities to engage in free play in their classroom or outdoors as part of their daily routine. In addition, children in Year One and Year Two have timetabled playtimes outdoors: a twenty-minute break in the morning and a thirty minute playtime at lunchtime.
- c) Pupils in Nursery and Reception follow the EYFS curriculum. It has been split in to seven areas of learning;

three prime areas:

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

and four specific areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

In addition, these pupils have a weekly drama lesson, PE lesson and a weekly music lesson with specialist teachers. 'Letters and Sounds' is used for phonic teaching. **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (h))**

- d) Pupils in KS1 follow plans which are based on the National Curriculum and all subjects are taught in a cross curricular way through our cycle of projects:
- a. English
 - b. Mathematics
 - c. Science
 - d. Computing
 - e. Design & Technology
 - f. History
 - g. Geography
 - h. Art and design
 - i. Music
 - j. Physical Education (including Games and Swimming)

In addition, the Key Stage One curriculum includes:

- k. PSHE
- l. RE
- m. Drama

KS1 English and Maths lessons are based on the National Curriculum. 'Letters and Sounds' is used for phonic teaching. PE, Drama and Music lessons are taught by specialist teachers. **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (h))**

- e) The subject matter is appropriate for the ages and aptitudes of the pupils, including those with learning difficulties or with an EHC plan. Subject Coordinators ensure that the **content of their skills list** is suitable for each year group. Lesson plans make provision for differentiation in accordance with the aptitudes of pupils. There is currently no pupil in the school with an EHC plan; when we do have such a pupil, provision is made for that pupil in accordance with the statement, as directed by the Learning Support Coordinator. **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (b), (f), (h))**
- f) Lessons are conducted in English; where English is not the pupil's first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. Where necessary, arrangements to support pupils who speak English as an additional language are made by the Learning Support Coordinator. **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (c))**
- g) Personal, Social and Health Education is provided; the Christian ethos of the school sets the standards for personal and social education. In addition to PSHE lessons and 'circle time', these issues are addressed in assemblies and also in Religious Education lessons. Many issues are also raised and discussed in other subject areas (e.g. English, Science and **Geography**). **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (d))**
- h) All pupils have the opportunity to learn and make progress. The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. Teachers take into account the needs of the pupils, as a class and individuals, when preparing lessons. Teachers take account of Target Plans and additional support is provided by the Learning Support Coordinator and the Learning Extension Coordinator when necessary. **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (h))**
- i) The breadth of the curriculum begins to prepare pupils for the issues they will face in adulthood at a level which is appropriate for their age and stage of development. This is supported by activities such as:
 - a. Visiting speakers on topics which relate to the project being studied
 - b. Educational visits
 - c. Visits to the local community (e.g. the Mary Feilding Guild Home and 'Teddy Bears' Picnic' with St. Michael's Primary School, Highgate Wood.

Charity events such as the sponsored walk for Kirima School in Uganda; raising money for the Georgie Willett Fund for Brain Tumours UK, Barnardo's Big Toddle, Children with Cancer UK, the Cystic Fibrosis Trust and the Muswell Soup Kitchen. **(ISI Regulatory Requirements Part 1, Paragraph 2 (2) (i))**

- j) All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the adult: child ratios set out in The Early Years Foundation Stage Statutory Framework, 2017YFS Supervision:
 - a. **Nursery**
In accordance with the requirements of the EYFS Statutory Guidance, the staffing arrangements in Nursery ensure that the children are supervised by a qualified teacher and an early years practitioner with NVQ level 3 at all times. During drama and music lessons the children are taught by specialist teachers both of whom have qualified teacher status; during these lessons the children are also accompanied by either a qualified teacher or a member of staff with NVQ level 3.

PRE-PREPARATORY SCHOOL

b. Reception

In accordance with the requirements of the EYFS Statutory Guidance, the children are supervised throughout their lessons by their class teachers, both of whom have qualified teacher status. During drama and music lessons the classes are taught by members of staff, both of whom have qualified teacher status. The children are taken for ICT lessons in groups of 10 by a qualified teacher.

- c. Cover at break time and playtimes is arranged to ensure there is adequate supervision. When both Reception classes are combined at other times (e.g. to listen to a story at the end of the day), they are supervised by a qualified teacher who is accompanied by either another qualified teacher or a member of staff with NVQ level 3.

3. The Structure of Highgate

The structure of Highgate's three schools is set out below. Regular meetings between the Principals of each school, Heads of Department and Subject Coordinators enable curriculum coherence and facilitate curriculum change and development.

| Age | NC year | Key Stage | | | |
|-------|-----------|------------|------------------------|---------------|--|
| 3-4 | Nursery | Foundation | Pre-Preparatory School | | |
| 4-5 | Reception | | | | |
| 5-6 | 1 | KS 1 | | | |
| 6-7 | 2 | | | | |
| 7-8 | 3 | KS 2 | | Junior School | |
| 8-9 | 4 | | | | |
| 9-10 | 5 | | | | |
| 10-11 | 6 | | | | |
| 11-12 | 7 | KS 3 | | Senior School | |
| 12-13 | 8 | | | | |
| 13-14 | 9 | | | | |
| 14-15 | 10 | KS 4 | | | |
| 15-16 | 11 | | | | |
| 16-17 | 12 | KS 5 | | | |
| 17-18 | 13 | | | | |

4. The Cycle of Projects

A review of the balance of our Projects was carried out in 2012-2013 and as a result we have now introduced a four-year cycle of projects which provide a cross curricular theme for each term. To increase opportunities for pupil choice, during the summer term, the children choose a theme (project) of their own choosing to follow. All year groups work on the same project each term; this facilitates links between the classes and specialist teachers and enables the school to make the best use of visiting speakers and theatre groups. Educational visits are also usually linked to the theme of the current project.

HIGHGATE Cycle of Projects in the Pre-Prep

2018 / 2019

| | |
|------------|--|
| Michaelmas | Ourselves and Other Important People * |
| Lent | Growth and Change (replacing life cycles and conservation) |
| Summer | Children's Choice |

2019 / 2020

| | |
|------------|---|
| Michaelmas | Rivers, Oceans and Seas (replacing Water) |
| Lent | Toys and Transport |
| Summer | Children's Choice |

*EYFS emphasis – ourselves, our family and our community
KS 1 emphasis –famous and important people

5. Extra-Curricular Activities

Extra-curricular activities (such as drama and chess) are incorporated into the school day and are used to support teaching in class. 'Stepping Stones' for KS1 provides an extra-curricular opportunity. This is run during the Lent Term and is a weekly forty-minute session focusing on a range of different skills. These activities often link to fundraising for charities. All Year Two pupils learn to play the recorder and are members of our Pre-Prep choir; they also have the opportunity to join our lunchtime chess and Drama clubs. Lunchtime clubs in ICT and music are also offered to Year One and Two pupils.

6. Fundamental British Values in The Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage and Key Stage One Curriculum.

Democracy: making decisions together

- Staff encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children voting on choice of dessert in School Council.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

PRE-PREPARATORY SCHOOL

Rule of law: understanding rules

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- **At the start of the year, we collaborate with children to create classroom rules and the codes of behaviour**, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.
- **During assemblies, our school Golden Rules are discussed and children are awarded special awards for following the rules.**

Individual liberty: freedom for all

- Children develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss opinions and ideas about current affairs.

Mutual respect and tolerance: treat others as you want to be treated

- We develop an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage, explain and model the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

D Hecht
Principal