



Bellevue Place

EDUCATION TRUST



WATLING PARK SCHOOL

Curriculum Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2022
Renewal period	Every 2 Years
Review Date:	September 2024

Contents

Our Curriculum	6
Curriculum Aims	3
Curriculum Objectives	3
Foundation Stage (up to 5 yrs)	4
Key Stages One and Two	4
Equal Opportunities.....	5
Safeguarding	5
Pupil Progress and Assessment	5
English as an Additional Language (EAL)	5
Further Information.....	6

Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

Curriculum Policy

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

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools.

As part of our responsibility to keep abreast of national issues, our Deputy Head for Curriculum and our subject coordinators review the government's National Curriculum, being guided without being limited by the content. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which some pupils apply and the aims and ethos of the school.

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.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 5-11. Up to the age of 5, pupils follow a curriculum that meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in our separate EYFS policy documentation.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages

and aptitudes. At each level, it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives.

The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed and retain knowledge. It is our aim to furnish each child with the appropriate knowledge and skills to achieve their academic potential, as well as develop their personal and social values in preparation for life in modern British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE and e-safety programmes.

Objectives of the curriculum

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level builds on knowledge and prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives;
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning;
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways;
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests;
- Enables pupils to acquire skills in oracy, literacy and numeracy through an emphasis on paired talk;
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways;
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Encourages respect for other people, paying particular 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 (please see our values statement on our website).

Foundation Stage (up to 5 yrs.)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development: **Communication and Language, Physical Development, and Personal Social and Emotional Development.**
- Four specific areas of learning which build on the prime areas; **Literacy, Mathematics, Understanding the World and Expressive Arts and Design.**

Within these, the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music and physical education supported by specialist teachers.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- **Academic** – English, Mathematics, and Science;
- **Linguistic** – Spanish;
- **Human and Social** - History, Geography, and Religious Education (RE);
- **Aesthetic and Creative Education** – Art and Design, Music, Dance, and Drama
- **Life Skills** – Personal, Social, Health and Citizenship Education (PSHCE), Philosophy for Children, and Relationships and Sex Education and Health Education (RSE);
- **Physical** – Individual and Team Sports, Gymnastics, and Extended Day Provision (Clubs);
- **Technological** – Computing, and Design and Technology (DT).

Equal Opportunities

The curriculum at Watling Park School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate to ensure the needs of all learners are met and seek to support those with additional needs and provide challenge of learning for all.

Safeguarding

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues, which may affect them, and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer. Our Deputy Head for Inclusion and PSHE lead oversees this.

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and online safety awareness is taught throughout the curriculum and particularly within the Computing curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. Further details can be found in the Relationships and Sex Education and Health Education (RSHE) Policy.

The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise. Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Pupil Progress and Assessment

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile Results of the Early Years Profile is provided to parents and Barnet Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE. Many of our EAL children are beginners so quality first teaching provided in each year group takes this into account. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through to Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information

Please see Our School Curriculum Overview for our Intent, Implementation and Impact statements. Further detailed information on the specific subjects and topics taught in each year group can be found in our year group Curriculum Overviews, which are available for download from the school website, or a copy may be requested from the school office. Curriculum information is shared with parents regularly throughout the year using the Class Dojo platform.

Monitoring and Evaluation

The Headteacher and Trust will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as they consider necessary.