



# Ackworth School

## Curriculum Policy – Coram House

### **Introduction**

The curriculum covers the broad range of activities offered by the school. It includes the formal academic curriculum and also an extensive range of extra-curricular activities. The broad aim of the curriculum is to teach the academic and emotional skills that equip a learner for Senior School and for life. Alongside this, through the development of a Growth Mindset, our curriculum aims to cultivate a belief that intelligence is not fixed and can be developed through hard work, good coaching and practice.

Our curriculum aims to provide an opportunity for development of the “whole” child – giving the pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We provide all pupils with the opportunities to develop academic and life skills, responsibilities and resilience ready for the next phase of their education.

We aim to develop the skills of critical thinking and we encourage children to take ownership of their learning thus becoming successful 21<sup>st</sup> century learners who contribute to society.

### **Philosophy and Pedagogy**

At Coram House we have the luxury of being able to design our own curriculum, we are currently embedding a progression of skills in all subjects from Nursery to Y6. We use the best parts of The National Curriculum alongside our own bespoke curriculum. We use schemes of international renown that suit the needs of the children we educate. An example of such a scheme is Ros Wilson’s ‘Big Writing’.

Each member of staff takes responsibility for being the lead in a subject area. They co-ordinate the curriculum design in that area, from Reception to Y6, ensuring a coherence, breadth and depth of learning and a progression of skills.

Through the curriculum, we provide a framework from which all aspects of the school community develop. We are committed to Ackworth School Aims:

1. To develop a well integrated and self-disciplined community, with an international dimension, in which the values of Quakers are seen to underpin the school.
2. To help all pupils to progress at a pace appropriate to their age, aptitude, interests and ability, to achieve the best external examination results of which they are capable and to leave school equipped to lead a full and responsible life in the adult world.
3. To provide, and encourage the use of, the widest possible range of opportunities, e.g. sporting, creative and recreational, outside the formal curriculum.



# Ackworth School

4. To help pupils to grow in self-respect and to appreciate and enjoy the benefits of good health.
5. To encourage pupils to consider others before self, to look for the good in people and to be honest and trustworthy at all times.
6. To encourage service to others within and beyond school.
7. To provide, in conjunction with parents and guardians, care and support for pupils as they develop and mature.
8. To help pupils to value their fine surroundings and the work of those who maintain them and to extend their appreciation to an understanding of wider environmental issues.

## Whole School Aims

Ackworth School's purpose is to create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others.

These are displayed in the entrance to Coram House.

Coram House aims for its pupils to become adept and self-motivated learners. We aim to promote learning, citizenship and self-confidence through:

## Learning

Our children are encouraged to be adventurous in their search for truth; to embrace challenge; to take ownership of their learning and to enjoy learning for its own sake.

They are encouraged and helped to become independent learners. We offer a curriculum which stimulates different styles of learning, affording children a range of experiences through which they can reach their full potential.

At Coram House we:

- value, respect and celebrate individual pupils
- create high standards of learning for all children, with access to all areas of the curriculum;
- incorporate aspects but are not bound by the Primary Curriculum 2014 relevant to our needs
- follow the Early Years Foundation Stage Statutory Framework 2014
- create a stimulating environment in which children can learn;
- create a caring, secure, environment;
- develop a responsible attitude to the school and wider environment;
- encourage children to become self-confident and develop as individuals;



# Ackworth School

- promote spiritual development;
- promoting physical and mental development and an awareness of the importance of a healthy lifestyle.

## Quaker Values

Peace, Truth, Simplicity, Sustainability, Equality.

Quaker Values and experiences are actively taught through subjects such as Religious Education and History. We are developing our curricular areas to try and include Quaker Values in each subject area. Each member of staff is aware of Quaker Values and they form part of our planning.

Our Values are also taught in Assemblies and referred to in each weekly Meeting for Worship. Children are encouraged to believe in their equality to staff in Meeting for Worship and subsequently they are supported to minister when they feel moved so to do. Thoughts from Faith and Practice and Advice and Queries regularly form part of our communication with parents and children.

Our strength and purpose as a community working collaboratively is expressed in our whole school motto *Non sibi sed omnibus* ('Not for oneself but for all').

The following are the values we wish to encourage in the lives of every member of the Ackworth community, whether paid staff, volunteers, parents or children: We aspire to be a caring and forward thinking school with traditional values at its heart incorporating Democracy: Rule of law: individual liberty: mutual respect and tolerance of those of different faiths and beliefs.

- We encourage children, parents and staff to see that of God in everyone, to value difference and encourage the strengths, talents and gifts of each individual We seek to develop self-knowledge, self-esteem and self-confidence;
- personal qualities of integrity, self-discipline and responsibility and enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- We encourage respect for others, and care and concern for the communities to which we belong – our school, our city and region, the international community of which we are citizens and the wider community of all living things;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- We value the conscious use of silence for personal and corporate reflection;
- We value friendliness and informality;



# Ackworth School

- We educate children in the non-violent resolution of conflict, and about sustainability, simplicity and a detachment from material goods in the pursuit of the welfare of others.

## **Spiritual, Moral, Social and Cultural Development**

Our children are taught to demonstrate kindness and care for others and to value diversity. They will learn the importance of resolving conflicts without violence. They will be offered opportunities for service, to work for the good in society, and for 'letting their lives speak'. They will be encouraged to engage actively with the life of the school, the local community, and the wider world.

## **British Values**

Through the promotion of fundamental British values pupils should have:

- An understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding of the Parliamentary system;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance and understanding of other people's faiths and beliefs and an understanding of the importance of identifying and combatting discrimination.

## **Self confidence**

We will help our children develop spiritual and physical well-being, and a proper understanding of themselves, and their place in the world. They will learn that their intelligence can be increased with the right Mindset and effort. They will learn to be open to the ideas of others, and to be discriminating critical thinkers.

## **Behavioural Expectations**

These are the types of behaviour we wish to encourage in this community consistent with our values as a Quaker school:

- To be honest and truthful in all matters
- To be co-operative with all members of the community
- To treat all people in the community with kindness, courtesy, consideration and respect
- To resolve conflicts peacefully, and with fairness to all



# Ackworth School

- To accept personal responsibility, as staff or children, for meeting the expectations of the school by:
  - Arriving punctually to all our commitments
  - Arriving properly equipped
  - Looking after personal property and being respectful of other people's property
  - Meeting deadlines for work and tasks
  - Dressing simply in a manner that communicates respect for oneself, for others and for the community
- To respect the school environment, and work with the school in protecting the wider environment
- To respect the privacy of other individuals

Please refer to our behaviour, Sanctions and Rewards Policy which incorporates Coram House Behaviour Policy, Coram House EYFS behaviour Policy, Playground expectations and Behaviour Steps in the Classroom/ Extra Curricular Clubs and behaviour Steps in the Playground.

## Early Years Foundation Stage (The EYFS Statutory Framework Sept 2014)

### Nursery and Reception Classes

The curriculum for the EYFS should underpin all future learning by supporting, fostering and developing children's:

- **Personal, Social and Emotional Development:** in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted;
- **Social skills:** in particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other and to listen to each other;
- **Attention skills and persistence;** In particular the capacity to concentrate on their own play or on group tasks;
- **Communication and Language;** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully;  
We also teach French through games and songs.
- **Literacy;** with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;



# Ackworth School

- **Mathematics;** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;
- **Understanding the World;** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;

## Educational & Pastoral/Curriculum

- **Physical development;** with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
- **Expressive Arts and Design;** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, dance and imaginative role play activities.

All these stages are worked through by qualified Early Years Practitioners, and covered both informally and formally with teaching and activities appropriate to early years' children. Pupils continue to work through the objectives of the Early Years Foundation Stage Guidance, at the appropriate stage. A gradual introduction of more formal teaching approaches are introduced, so that pupils are able to find the transition into the next level of the school comfortable.

It is expected that the Nursery and the Reception staff work co-operatively to make the transition from one section of the school to another as smooth as possible. E.g. we have a weekly Kindergarten Days in the Summer term to aid transition and joint Nursery/Reception events throughout the year.

## Year 1 and Year 2 (Pre-Prep)

Pupils study the following subjects taught by the class teacher and specialist teachers where appropriate:

Literacy, Numeracy, Science, Topic (Geography, History, RE), PSHE, Music, PE, Games, Computing, Art, DT, Forest Schools, Swimming and Languages.

While it is essential that the transition from informal to formal lesson structures is gradual and non-threatening, it is expected that pupils will move progressively through this phase into more formal lesson structures.



# Ackworth School

## **Year 3, 4 and 5 (Prep)**

Pupils study the following subjects taught by a range of teachers including specialist teachers where appropriate:

English, Maths, Science, Geography, History, RE, PSHE, Music, PE, Games, Swimming, Computing, Art and DT, Drama and Forest Schools. In addition to PE, pupils are able to represent the school at an appropriate age level, in seasonal sports and music competitions.

There is a carousel of language provision which is currently: Year 3 Spanish, Year 4 Japanese and Year 5 Latin.

## **Year 6**

Pupils study the following subjects:

English, Maths, Science, Spanish and French, Geography, History, RE, PSHE, SRE (Sex and Relationship Education), Music, PE, Games, Drama, Swimming, Computing, Art and DT, Home Economics and Forest Schools.

The children are taught by a range of teachers including specialist teachers. DT, Languages, Home Economics and PE are taught on some occasions by Senior School Staff.

## **Extra-Curricular Activities**

There are a variety of broad and balanced extra-curricular activities for the children to participate in. Reception to Year 6 have this opportunity.

We offer fun activities such as Ancient Greek, Chess, Lego, Yoga and Dance.

Each term, children, along with their parents, complete a form to choose the activities they would like to do. We expect the children to make a commitment to their chosen activity for the term unless there are exceptional circumstances. The activities are displayed on the notice-board in the school foyer. Activities may include sporting, educational or relaxation clubs.

## **Assessment**

As a school, we consider accurate and focused assessment to be an important supporting tool for high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the individual learner, ensuring high levels of expectation. We aim for assessments to be as stress free as possible and for the children to take ownership of their 'next steps' from being involved in the assessment process. Our whole school approach is focused on assessment



# Ackworth School

for learning and pupils' progress is evaluated using the terminology: developing, secure or advanced against key learning objectives.

We feed results into O-Track which enables us to track progress and is a useful way of communicating progress to parents. This system also allows us to spot areas of concern early so that we can intervene quickly.

During the Early Years Foundation Stage, teachers record the skills of the pupils against the Early Learning Goals. Children's progress is continually monitored throughout the year and recorded in their personal Learning Journeys. Please refer to the Assessment, Recording and Reporting Policy and the Assessment Diary for more detailed information.

## **Inclusion and Differentiation**

All our pupils are given the opportunity to learn and make progress. In order to provide all pupils with relevant and appropriate work at each stage, we set suitable learning challenges; respond to pupils' diverse needs and endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. They are also encouraged to think critically and to compare and contrast.

Regular formative assessments identify children/groups of children for differentiated activities. We offer support to pupils in class and in small groups, according to their needs, in order for them to reach their potential. Once a pupil has been admitted to the school, they have a right to equal access to the curriculum. This may be supported through an Individual Education Plan (IEP) or Education and Health Care Plan (EHCP).

Please refer to the whole school Special Educational Needs and Disabilities Policy (SEND) and English as an Additional Language Policy.