

CHEPSTOW HOUSE



All School Curriculum Policy

September 2024 - August 2025

Policy Reviewed by Karen Etherington

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Signed: 

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This Policy was created 2010 and has been reviewed annually since.

Chepstow House Curriculum Policy

Policy Statement

The curriculum is all the planned activities we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of our curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. The curriculum is designed to provide a secure and imaginative basis for academic progress at each stage of development. We aim to teach the children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. The school has regard to the guidance provided under Section 80a of The Education Act (2002), this applies in relation to the provision of education by maintained schools.

Curriculum aims and objectives

The aims of our school curriculum are:

- To create a broad curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in a happy, secure and stimulating environment in which children learn to work with concentration and enthusiasm.
- That pupils acquire speaking, listening, literacy and numeracy skills.
- To foster the importance of each child as an individual, equipping them with the skills to be a lifelong learner, a well-rounded, happy and confident child.
- To promote the excitement and enjoyment in learning and investigating.
- To provide a sound grounding in the basic concepts on which future learning can be based.
- We encourage tolerance, mutual respect, courtesy and thoughtfulness for others in school and in the wider community.
- Across the curriculum we explore fundamental British values in line with our aim to discover the best in every child and challenge them to go beyond their expectations. We encourage focus on values throughout our learning, in core and non-core subjects. Learning identifies themes covering tolerance of different faiths and beliefs, mutual respect and democracy, understanding people's rights and freedoms, the rule of law, individual liberty. The development of these values is through a holistic approach throughout the school day rather than focusing on how to cover British values in individual subjects.
- Through individual learning we encourage children to develop their talents, interests and self-belief.
- To prepare the children for senior school entrance exams.
- To provide children with a range of opportunities, responsibilities and experiences of life in British society.

An outline of Chepstow House Curriculum

EYFS Little Chepstow (Nursery) & EYFS Reception Curriculum

Chepstow House School is exempt from the learning and development requirements of the 2021 Early Years Foundation Stage (EYFS) for children aged 3 and over. However, the EYFS safeguarding and welfare requirements still apply. For more detail on the areas of learning, see the EYFS Nursery and EYFS Reception Framework.

There are seven areas of learning and development that shape our educational programme in the Early Years settings. These are taught in conjunction with The Early Years Foundation Stage. All areas of learning and development are equally important and inter-connected.

Communication and language (Prime area): This focuses on giving children opportunities to experience a rich language environment. To develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. We help children become effective communicators and with the ability to use language to problem solve, discuss and to build relationships with others.

Physical development (Prime area): split into gross and fine motor development, this involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. They are also helped to understand the importance of physical activity, and to make healthy choices in relation to food and exercise.

Personal, social and emotional development (Prime area): involves helping young children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy (Specific area): involves beginning to use phonic knowledge to decode words. Demonstrate an interest and recognition of the written word. The children are supported to begin to form letters and engage in pre-writing and mark making skills. In the final two terms, the older children are introduced to the Jolly Phonics programme.

Mathematics (Specific area): involves quantity counting, ordering numbers, sorting and recognition of numbers. Encouraging problem solving, learning about space, shape and measure. This is done in a wide variety of ways but also using NUMICON. Mathematics also incorporates puzzle work and colour recognition.

Understanding the world (Specific area): involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about themselves primarily, then their families, other people, places, technology and the environment. We engage with the local community as well as termly visits to Forest School in the final year of nursery.

Expressive arts and design (Specific area): involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Stage 1 Curriculum

In year 1 and 2 we offer a broad and balanced curriculum that follows the National Curriculum subjects. It is, however, enhanced and enriched in order to provide every pupil with the opportunity to reach their potential.

Literacy: The literacy curriculum ensures children are provided with opportunities for speaking and listening, spelling, grammar, creative writing, handwriting, word aware, reading and comprehension. We focus on listening and responding to adults and peers, building on children's vocabulary and encouraging children to articulate their knowledge and feelings. We believe all children should develop a love of reading. Children use their phonic knowledge to decode words and participate in discussions about a variety of books. We develop handwriting using the cursive Kingston script. Children combine their literacy skills to plan, draft and write their own texts based on the class weekly text focus.

Mathematics: Our mathematics curriculum focuses on children embedding the key principles of maths: number & place value, addition, subtraction, multiplication, division, fractions, measures, geometry (properties of shape and position and direction) and statistics. We spend significant time ensuring children grasp these principles and are ready for more challenging work as they progress through the school. Children have problem solving lessons to encourage mathematical thinking and make links across the key principles. Maths is taught through written, practical and computer-based activities. Numicon is used throughout the school to support number understanding. MathsWhizz to embed all mathematical concepts.

Science: Science is a core subject and is taught through topic areas. Children develop practical scientific skills including questioning, observation, identifying and classifying, performing simple tests, making predictions and reaching conclusions. Children are given opportunities to learn and become curious about the world. The science teacher supports class teachers with the content of science lessons. The younger children have the opportunity to visit the Science Lab throughout the year.

History and Geography: History and geography are taught through cross curricular themes and topics. In history, children consider significant global or national events e.g. the Great Fire of London and the lives of significant individuals in the past. In geography, children use maps to learn about the world's continents and oceans and the countries that form the United Kingdom. They make comparisons between where they live and another non-European country. They develop an awareness of the world's climate.

Art: Art is taught by a specialist teacher who develops children's creativity and imagination through drawing, painting and sculpture. The children explore and begin to understand use of colour, shape, space, pattern and texture. They study the work of a range of artists and make comparisons with their own work.

Design and Technology: Children follow the design process of research, design, make and evaluate with the aim to create a high quality product. Children develop their technical knowledge through building structures; exploring and using mechanisms and electrical controls; preparing food and sewing. There is an opportunity to develop an interest and understanding of the ways in which people from the past and present have used design to meet their needs to develop children's design capability.

Music: All children have weekly class music lessons taught by a specialist teacher. During these lessons, they sing, play percussion instruments, compose and listen to music. They also learn about instruments and composers and have the opportunity to have individual instrument lessons. The children are also given opportunities to perform in assemblies and school productions.

Drama: A part time drama teacher works with the children to enhance their performance skills. Throughout the year, each child performs in a production to parents produced by the Drama teacher.

Language: We teach French as a modern foreign language to all children from Reception as part of the normal school curriculum. The earlier a child is exposed to a foreign language, the faster the language in question is acquired.

Digital Literacy & Computing: Digital literacy is embedded throughout school life and teaching. All teachers teach children to become digitally competent and develop IT skills. Computing is taught by a specialist teacher who ensures the computing curriculum is varied and constantly adapted to meet new technology. The teaching includes programming bee-bots and computer software, using technology to store and manipulate digital content, understand how technology is used in everyday life. Using technology safely, respectfully and responsibly is a common theme across the school.

Physical Education: With specialist trained teachers, the children are encouraged to develop their physical skills and spatial awareness. The children develop skills across a variety of sports including athletics, cricket, dance, football, gymnastics, hockey, netball, swimming and tag rugby. There is a focus on competitive sporting activities to develop their teamwork skills.

Religious Education: We recognise that learning about, promoting tolerance for and respect of different faiths is important. The religious education curriculum exposes children to a variety of faiths and explores their similarities and differences. Visiting a place of worship is a focus within the key stage.

Personal, Social, Health and Economic Education: The PSHE curriculum focuses on three key themes: Health and Wellbeing, Relationships and Living in the Wider World and follows the PSHE Association guidelines. Wellbeing stems throughout the PSHE curriculum. Through teaching children explore core values, resilience, courage, core values, bouncing back from setbacks, understanding emotions and relationships, the importance of humour, the ingredients for success, understanding and tackling bullying, understanding their physical and emotional selves. Opportunities to develop a sense of the value of money are also created outside the classroom with real life scenarios, such as a toy sale, the school fair and charity initiatives. Relationships and sex education lessons are covered from Reception to year 6 as part of the PSHE lessons.

Key Stage 2 Curriculum

We encourage children to strive in all areas of education. This is achieved by offering a broad and balanced curriculum that follows the National Curriculum and ISEB curriculum. It is tailored to the needs of each child whilst ensuring every child is challenged and supported in their learning.

The children are taught mainly by their class teachers. Art, computing, drama, French, music, science and PE are taught by specialist teachers.

English: English is taught in explicit lessons, as well as being embedded in other subjects throughout the school week. The curriculum provides opportunities for speaking and listening, spelling, grammar, creative writing, handwriting, word aware, reading and comprehension. Our aim is for all children to develop a love of reading, guided reading occurs every day in the classroom and is set for homework. In addition, children are encouraged to read their own independent reading book. Speaking and listening opportunities are provided throughout the year to ensure children can communicate confidently. These include year group and key stage debates, spelling competitions, presentations to parents, assemblies.

Mathematics: The mathematics planning ensures each concept is covered termly and reviewed each term at a greater depth. The mathematical concepts covered are: number & place value, addition, subtraction, multiplication, division, fractions, decimals and percentages, ratio and proportion, algebra, measures, geometry (properties of shape and position and direction), statistics and problem solving. To develop children's understanding, mathematics is taught through both written and practical-based activities. We use Numicon to support number understanding and MathsWhizz to embed all mathematical concepts. Children are set for maths to ensure they cover the curriculum at the correct pace.

Science: Science is a core subject and is taught by a specialist teacher in our science laboratory. In year 3 and 4 children receive 1.5 hours of science a week, this is increased to 2 hours in year 5 and 6. The lessons encourage curiosity, interest in and enjoyment of science. Children make links between different areas of science, undertake investigations, use their knowledge and ideas to explain the applications of science and develop an awareness of science in our environments.

Reasoning: Reasoning skills contribute to effective decision-making and these skills are taught in explicit lessons from year 3. Verbal reasoning is the ability to understand and reason using concepts framed in words, it aims at evaluating the ability to think constructively rather than just recognise vocabulary. Non-verbal reasoning is a type of visual problem-solving using shapes, diagrams and pictures.

History and Geography: These lessons encourage children to use a range of geographical and historical skills to develop their knowledge and understanding of the world. In geography the curriculum focuses on places, their locations and patterns; processes, including environmental change; and the concept of sustainable development. In history children consider the causes and consequences of historical events, comparing the differences between ways of life at different times. The children focus on the eras from Pre-Roman Britain to the Vikings, they explore Early Civilizations around the world and undertake case studies on a local history study and more recent history including World War II.

Art: Children have one hour of art each week, taught by a specialist teacher. The children look to develop their art and design techniques, including drawing, painting and sculpture. Children create a sketch book of their work and their final art piece is displayed in school. Through the art curriculum the children learn about artists, architects and designers in history.

Design and Technology: Children follow the design process of research, design, make, evaluate with the aim to create high quality product. Children develop their technical knowledge through building structures; exploring and using mechanisms and electrical controls; preparing food and sewing. There is an opportunity to develop an interest and understanding of the ways in which people from the past and present have used design to meet their needs to develop children's design capability.

Music: All children have an hour of music lessons a week, taught by a specialist teacher, in which they sing, learn the recorder, explore percussion instruments, compose and listen to music. The children learn and use staff and other musical notations, explore the history of music and experience music from many traditions and composers. Many children also have individual instrument lessons; the skills developed in these lessons are used throughout the rest of the school day and help develop each child's personality. The children are also given opportunities to perform in assemblies and school productions.

Drama: A part time drama teacher works with the children to enhance their performance skills. The children learn how to develop their voice, add emotion to their performance and write scripts. Throughout the year, each child performs in a production to parents.

Language (French): French builds on the children's learning from year 2 and continues to be taught by a specialist teacher. In key stage 2, we supplement our curriculum using the programme Language Angels. This is split into three levels: Early Language (EL), Intermediate Language (IL) and Progressive Language (PL). This creates a progression of skills throughout key stage 2.

Digital Literacy & Computing: Digital literacy is embedded throughout school life and teaching. All teachers teach children to become digitally competent and develop IT skills. Computing is taught by a specialist teacher and children will learn how to design, write and debug programs. They will make their own games and become familiar with sequence, selection, and repetition in programs. They will also learn how to use search technologies effectively, appreciate how results are selected and ranked. The children will select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. There is an opportunity to create animations, films and edit photos. Using technology safely, respectfully and responsibly is a common theme across the school.

Physical Education: All PE lessons are taught in a co-educational environment encouraging the children to enhance their physical skills and knowledge of the sports they play. There is an emphasis on competitive sporting activities and all our children have the opportunity to put their learning into practice in our weekly fixtures. The pupils are taught a variety of sports which help to develop different skills. In the autumn term, children learn football, netball and dance before moving onto hockey, rugby and gymnastics in the spring term. In the summer term, there is a focus on striking and fielding sports such as cricket alongside athletics. Children are provided with opportunities to compete in termly interhouse competitions. Educational visits are organised by the sports department to support and further enhance the children's learning and experiences in sport.

Religious Education: We recognise that learning about, promoting tolerance for and respect of different faiths is important. The religious education curriculum extends children's knowledge and understanding of world religions. The curriculum includes belief and values, the significance of key leaders, types of worship, celebrations and festivals and place of worship.

Personal, Social, Health and Economic Education including RSE: Through the PSHE curriculum we give children the opportunity to explore attitudes, values and beliefs to develop the skills and strategies to manage issues that may arise in their lives. The PSHE curriculum focuses on three key themes: Health and Wellbeing, Relationships and Living in the Wider World and follows the PSHE Association guidelines. Wellbeing stems throughout the PSHE curriculum. Through teaching children explore resilience, courage, core values, bouncing back from setbacks, looking on the bright side, understanding emotions and relationships, the importance of humour, the ingredients for success and understanding and tackling bullying. Opportunities to develop a sense of the value of money are also created outside the classroom with real life scenarios, such as charity fundraising events and the school fair. Relationships and sex education lessons are covered from Reception to year 6 as part of the PSHE lessons. In year 5 and 6, children are taught explicit relationship and sex education lessons to understand the value of respect and love, manage their emotions and learn about physical development, at appropriate stages, including puberty and reproduction.

Children with Special Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, including those considered to have SEND or who are EAL. If it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents, the Special Educational Needs teachers and any other outside agency staff involved.

If a child has a specific need, our school does all it can to meet these individual needs. In most instances the teacher can provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children with special needs where appropriate.

The class teacher, in consultation with the SENDCo, provides an Individual Learning Programme (ILP) for each of the children who are identified as needing additional support. This sets out the nature of the special need and outlines how the school will aim to address the need. If a child joins Chepstow House with an Education, Health and Care Plan we will ensure that the requirements of the plan are fulfilled.

Monitoring and Review

The Head, in conjunction with the Deputy Head, is responsible for monitoring the way the school curriculum is implemented.

The Head, Deputy Head and Key Stage Curriculum Co-ordinators hold termly meetings with the class teachers and year groups, in which matters regarding the curriculum are discussed.

The Deputy Head monitors the planning and holds discussions with class teachers, ensuring that all classes are taught the full requirements of the curriculum, and that all lessons have appropriate learning objectives, success criteria and differentiation.

Please read this policy in conjunction with the following policies:

- Teaching and Learning
- Assessment, Recording and Reporting
- Special Educational Needs
- Subject Area Policies