

POLICY FOR THE CURRICULUM

Curriculum Paragraph 2:

- (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - (b) the written policy, plans and schemes of work—
 - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- (2) For the purposes of paragraph (2)(1)(a), the matters are—
- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - (b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - (c) personal, social, health and economic education which—
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
 - (d) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - (e) that all pupils have the opportunity to learn and make progress; effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Our policy is to provide a broad, balanced, relevant curriculum to stimulate imagination and intellect, to foster creativity, exploration, independence and a life-long love of learning **for all classes including the EYFS (Reception Class)**. To offer the highest standards of teaching and conduct to our classes in a way that is thought-provoking, inspiring, relevant and enjoyable. To challenge each child to reach their full academic potential while ensuring a complementary and varied programme of extra and co-curricular activities. *This policy has due regard to Every Child Matters; Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing. This policy also has due regard to the terms of the Equality Act 2010 and guidance provided by the Equality and Human Rights Commission as to its implementation in school.*

We do this in the following ways:

-) Providing a broad and balanced programme of study.
-) Providing appropriate and relevant courses to stimulate intellectual development and to foster creativity, independence and a love of learning.
-) Providing courses and activities that develop and feed the imagination.
-) Challenging and encouraging each child always to reach their full potential.
-) Maintaining awareness of pupil and parental expectation.
-) To complement the academic curriculum with an inclusive and varied programme of extra and co-curricular activities.
-) Making use of the cultural opportunities that London has to offer.
-) Encouraging curriculum development by being open to new ideas.

Monitoring and Evaluation

The whole curriculum is reviewed annually for implementation in the following academic year by the Head and the Curriculum Coordinators.

Curriculum - General

Our aim is that this should be as broad and balanced as possible, to suit our traditionally mixed-ability intake. Children should leave Cameron House informed and confident as well as having had plenty of opportunity to develop individual strengths. These may be academic, artistic, musical, sporting or social skills; all should be identified and encouraged. All staff draw-up schemes of work, which are reviewed annually by Subject Co-ordinators detailing teaching methods and learning activities, achieving a co-ordinated approach to teaching throughout the school, ensuring breadth, balance, continuity and progression.

The Lower School (including EYFS)

Teaching in the Lower School is largely form based in classes of 20. Reception has a class teacher and 1 full time teaching assistant and work towards the Early Learning Goals in the seven areas of learning of the Foundation Stage. Years 1 and 2 also have a teaching assistant, in addition to the class teacher.

The Upper School

At Key Stage 2 there are teaching assistants whose duty is to provide teaching support in the classroom. There is specialist Computing teaching for all Upper School Classes.

There is specialist teaching in French, Art (on a rotational basis throughout the year), Music and PE for all classes throughout the school. Children study English including Drama, Mathematics, Science, Computing, Art, Design Technology, Geography, History, French, RE, Music, PE and PSHE. Key Stages 1 and 2 subjects are often cross curricular with work in Art and DT supporting topics studied in Science, Geography, History and RE. Most teaching is classroom based. Classrooms are equipped with an interactive whiteboard. The teaching of Computing is approached via weekly, dedicated Computing skills lessons plus use of ICT as an additional resource for cross-curricular studies and research. A full programme of termly visits are organised for each class to support the curriculum. In addition to this there are many residential visits for the upper school classes (see Parents' Handbook for details).

The school will give experience in the following areas:

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, must be lessons in written and spoken English. We also teach French to all Classes and Latin from Class 5.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Digital and Technological

Digital and Technological skills include the use of information and communication technology (ICT) and computing; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products; shaping, creating and programming, communicating in and exploring of the digital world and e-safety awareness.

Human and Social

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography make a strong contribution to this area.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. There is a wide-ranging programme of Physical Education. A high standard of coaching is provided and options increase as children move up the school. There are many teams with regular matches against other schools. Activities include Athletics, Cricket, Cross-Country, Dance and Movement, Football,

Gymnastics, Hockey, Netball, Parachute Games, Rounders, Swimming, Tennis, Rugby including Touch Rugby and Contact, etc.

Aesthetic and Creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Religious

There is no specific requirement to provide religious education although at Cameron House Religious Education is a major way of providing human and social education and promoting spiritual, moral, social and cultural development.

Approved by:
(Josie Cameron Ashcroft)

Date: June 2019

Next Review: June 2021