



Ghyll Royd School

A foundation for life

Curriculum Policy

Policy Leader: Mr Hadley Nicholson

Review Date: Summer 2023

Ghyll Royd School • Greystone Manor • Ilkley Road • Burley-in-Wharfedale • Ilkley • West Yorkshire • LS29 7HW
t • 01943 865575 f • 01943 865574 e • information@ghyllroydschool.co.uk w • www.ghyllroydschool.co.uk
Company Number • 03583140 Registered Charity No • 107023



Ghyll Royd School is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment

Introduction

At Ghyll Royd School we provide a curriculum which is broad, balanced and which meets the needs of all the children whatever their gender or their ability, whatever their gifts or talents. In its fullest sense, it firmly underpins the values of Ghyll Royd and reflects the aims and ethos of the School: that children learn best when they are happy individuals.

Comprising the National Curriculum (2014), and our wider Learning Challenge, Arts and Outdoor curriculum, it promotes the learning, personal growth and development of each child.

It looks to develop every child's knowledge and understanding through a stimulating, exciting and relevant programme of learning supported by a varied extra-curricular programme, which makes superb use of all the grounds and facilities.

We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development for all our pupils. We believe that intelligence is multi-faceted and that children learn in different ways and so our curriculum must support this.

The curriculum meets statutory requirements.

Aims of the Curriculum

The aims of the curriculum are:

- To promote a strong belief in the value of learning;
- To promote high standards and progress in reading, writing and maths;
- To allow children to develop a knowledge of themselves, their self-esteem, self-confidence, self-discipline and resilience, including the understanding of how to improve their own learning and performance.
- To enable the ability to work independently and collaboratively;
- To promote spiritual development;
- To promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- To enable children to be aware of the importance of and participate in the Arts and cultural experiences;
- To promote lively enquiring minds, through questioning, investigating and making rational decisions, as well as understanding that the decisions they make are important determinates of their own success and well-being;
- To enable children to be confident in the use of Computing;
- To develop a knowledge and understanding of the world in which they live as well as preparing them for the opportunities, responsibilities and experiences of life in British society;
- To develop the personal and social skills of each child;

- To provide equality of access and the opportunity for all children to make progress.

Planning

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of various schemes in English, Mathematics and the foundation subjects, married with teacher expertise and careful planning we aim to:

- Encourage the best possible progress and the highest attainment for all the children;
- Enable the children to make connections across different areas of learning;
- Help the children to think creatively and solve problems;
- Develop the children's capacity to learn and work independently and collaboratively;
- Enable the children to respond positively to opportunities, challenge and responsibility.

Units of work are planned over a term's duration and available on the School website as termly forecasts, so that work can be supported at home. The termly forecasts contain the detail of the work to be covered.

The Organisation of the Curriculum

The Curriculum is organised within key areas which are followed by all pupils within the School.

English, Speaking and Listening

This area is largely addressed by the core English curriculum, which provides teaching and progression in reading, writing and speaking and listening. Further opportunities for learning occur through Drama lessons and Music. The school holds a KS1 Nativity play and KS2 End of Year production which enable pupils to develop their spoken skills. As well, pupils regularly perform and speak at school events throughout the year and take part in the Wharfedale Literacy Festival. Theatre visits, drama and handwriting activities are held to provide extra stimulus. Linguistic skills are further taught and encouraged through the teaching of Modern Foreign languages: Spanish from Reception to Year 4; Spanish and French in Year 5 and 6.

Mathematics

This area is largely addressed by the core Mathematics curriculum, which provides for the understanding and use of calculations, building links and relationships and pattern in space and number. In lessons our pupils develop a capacity to think logically and express thoughts clearly. Mathematical skills are also addressed in the areas of Science, DT, Computing, Learning Challenge and our strong connection with the outdoors.

Science

This area is largely addressed by the core Science curriculum, which covers all topics relating to the National Curriculum, 2014 (see *Science Policy*). The

development of science skills, such as enquiry, observation, forming hypotheses, conducting experiments and recording findings also form an important part of the Science curriculum. Scientific skills are also addressed in the areas of Mathematics, DT, Learning Challenge, PSHE, Computing and our strong connection with the outdoors.

Computing

This area is largely addressed by the core Computing and Design & Technology curriculum. In Computing pupils are taught a skills-based approach, using a range of software and programs. E-Safety, as well as being a whole-school responsibility acknowledged by assemblies and specialist weeks, is taught discreetly through all Computing lessons. Computing is recognised as being an important tool used across the rest of the curriculum and is used where appropriate in the teaching of other subjects.

Personal, social and health education (PSHE) and citizenship

PSHE plays a vital role, reflecting the School's aims and ethos. This area is largely addressed by the core curriculum of PSHE lessons. Pupils are encouraged to recognise links within the curriculum so that they can begin to appreciate how human action, now and in the past, has influenced the planet and our lives. In more general terms pupils are taught about issues such as the environment, racism, world poverty, setting and achieving goals, living as a community and online safety (see *PSHE Policy*). It encourages respect for other people. This is done in a variety of ways including stand-alone lessons, assemblies, the influence of the School's culture and through other areas of the curriculum.

Physical Education

This area is largely addressed by the core curriculum of PE and Games, supported by extracurricular activities. PE and Games lessons aim to develop pupil's physical control and coordination, their team skills, tactical ability and ability to evaluate and improve their performance in a wide variety of team and individual sports. Pupils are also taught the basic principles of health and fitness and are encouraged to adopt a healthy attitude through the teaching of Science and PSHE. From the age of seven pupils have a growing number of opportunities to play competitively against teams from their own (through the House system) and other schools. All pupils of all abilities are encouraged to take part.

The Arts – Music, Art and Drama

This area is largely addressed by the core curriculum in Art, DT, Music and Drama, with important contributions from PE, Computing, English and the outdoors. We understand, however, that all subjects have a creative aspect and pupils are encouraged to explore and develop their creativity and their individual talents throughout the curriculum and in accordance with their skills and abilities. Teachers seeks to be aware of the talents of individual pupils and to foster them wherever possible, both in formal lessons and in the wider school community, such as extra-curricular Drama, Dance and Music activities. Within School the Arts plays a major role through school productions, Drama Festivals, concerts, school music groups and Language clubs. All children are encouraged to learn a musical instrument just as all are encouraged to participate in the school choirs.

In addition to the National Curriculum areas, we also promote the School's 6C's, with a whole school focus on a different one each half term:

- Creativity
- Challenge
- Cooperation
- Care
- Courtesy
- Consideration

These help to develop a range of character attributes which help underpin success in education and employment.

The Foundation Stage

The Early Years Foundation Stage, which underpins the curriculum in Little Adventurers, Great Explorers and Reception, is distinct in its identity. The curriculum, by which is meant the learning and development undertaken by every child in this key stage, is planned in accordance with the 'Development Matters in the Early Years Foundation Stage (EYFS)' guidance. All of the children in our care have the opportunity to take part in a full range of activities, both child-initiated and adult-led.

The EYFS curriculum provides the stepping stones to social and academic achievement in all areas. Under the guiding theme of Learning and Developments there are three prime areas and four Specific areas of learning:

Prime Areas:

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.

Specific Areas:

- Literacy.
- Numeracy.
- Understanding the World.
- Expressive Arts and Design.

All areas of learning are of equal importance and are delivered in conjunction with each other.

We care for a wide range of ages and developmental stages and our aim is to ensure that each child reaches their full potential.

The Early Years Practitioners carry out focused and spontaneous observations of the children and encourage them to lead opportunities for play. These observations inform the planning within the learning environments and ensure that all children are secure and supported in their learning, and progressing on to their next steps.

Through the themes and topics, they cover a wide range of activities in each of these areas. We ensure that learning is delivered through play and adult led as well as child led activities, appropriate to the age and stage of development of the individuals. When planning and guiding children's activities, practitioners reflect on the ways in which children learn and reflect these in their practice.

EYFS aims to ensure that all children have an opportunity to experience a variety of different activities. Over the week the children are able to take part in MFL, Swimming (Reception), Music, Art, Gym, Forest School, Drama and Dance. All of these activities are to enable children to develop their unique potential and personality.

The development of each child is recorded within each child's individual Learning Journey, which provides an accurate and detailed insight into the progress made by the individual. Observations are made of each child in a variety of environments and learning situations, both adult led and child initiated, to ensure that an accurate recording of individual attainment is made. With a comprehensive view of the level of development of each child, an appropriate and challenging curriculum can exist and be delivered to ensure the needs of the individual can be effectively met.

On entry to Reception all children will undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. Careful and flexible planning between all staff in contact with the children ensure a wide, varied and effective curriculum.

At Ghyll Royd School subject specialist teachers in Dance, Gymnastics, MFL, Music, Swimming, PE, Drama, Art and Forest Schools work closely with class teachers to give an accurate picture of attainment.

Breadth of Learning

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community, including:

- After School Clubs and Care;
- Peripatetic Music Lessons;
- Visits – both by pupils and visitors to the School;
- Residential Trips;
- Themed Curriculum Days/Weeks;
- Links with other schools, both independent and maintained;
- Workshops, both in and out of school;
- Forest School Days;
- Learning Outside the Classroom;
- Sports Activities.

Teaching the Curriculum to Children with Special Educational Needs

At Ghyll Royd School we aim that all children have access to the whole curriculum, whatever their ability. The curriculum forms our broad and balanced education. Through it our teaching provides learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation; teaching materials; teaching style and differentiation so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

If children require support over and above that provided by differentiation this will lead to the creation of an Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to any part of the curriculum.

Assessment and Recording

A programme of continuous assessment is in place to ensure that teaching and learning is of a high standard. This is done through work scrutiny, plenary sessions, open questioning, child-specific marking and talking with the children.

Assessment data is scrutinised to see if there are any patterns which might need addressing or any children who need additional support.

The children are regularly assessed, informally in basic skills in English, Mathematics and Verbal and Non Verbal Reasoning, and formally each term in Writing, Comprehension and Maths assessments.

Children complete the SATs the Year 2 and 6. The results are used to help teachers in their planning and to set targets for the children.

All pupils receive detailed progress reports twice a year and an end of year report. Parents have the option to meet with staff following these reports, to discuss any matters that arise.

Roles and responsibilities

The Deputy Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to staff.

Class teachers are responsible for writing the forecasts and the planning, which is overseen by the Deputy Head teacher and Subject Leaders. Regular meetings take place to ensure the continuity across subject areas

Class teachers ensure that the progress of each pupil is tracked, using APP sheets and Classroom Monitor, and that there is appropriate challenge, support and intervention. This is done under the guidance of the Deputy Head teacher and Assessment and Recording Co-ordinator.

Staff meetings focus on different curriculum areas and give staff opportunities to ensure continuity and progression throughout the school.

The Senior Management Team monitor the success of the curriculum.

The Head teacher is ultimately responsible for the success of the curriculum.

On 01/06/2021 (date)

Date to be reviewed 01/06/2023 (date)

Signed on behalf of the setting



Name of signatory David Martin

Their role Headteacher