



BERKHAMPSTEAD SCHOOL

Curriculum Policy

Introduction

Berkhampstead curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. It includes not only the explicit requirements of the taught curriculum, but also the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities that lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills in order to be successful.

Aims

The aims of our school curriculum are:

- To fulfil the requirements of the Early Years Foundation Stage (EYFS)
- To provide a thorough and broad education which engages, excites and challenges our pupils
- To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils
- To provide a planned and monitored curriculum which ensures that learning is continuous and that the children make good progress
- To ensure that the children have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning
- To enable pupils to be positive citizens
- To incorporate the National Curriculum where appropriate
- To prepare the children for the requirements of individual schools' entry or Scholarship requirements
- To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong

- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Procedure

The curriculum is carefully planned and delivered by highly qualified staff adhering to clear guidelines. The curriculum fragments into time slots to incorporate a variety of creative, skill-based, physical and moral subjects.

[See Curriculum Plan document]

The curriculum is organised and managed by specialist Subject Leaders who have responsibility for planning, delivering and monitoring their subject.

[See Subject Leader's document]

Above all we believe children learn if they are happy, valued and feel safe. To this end the CWB curriculum is key to every child's development.

[See Citizenship and Well-Being Subject Leader folder]

The curriculum is carefully monitored by all staff but particularly Subject Leaders, Director of Teaching and Learning, the Deputy Head and the Head. We also believe staff need praise and clear targets as set out in their Appraisal.

[See Monitoring Policy and Appraisal Policy]

In order to access an innovative and exciting curriculum we believe children should have good reading and ICT skills. We have an exciting library and excellent support to help weaker readers in addition to state of the art ICT facilities.

[Reading Policy, Computing Policy & ESafety Policy]

It is imperative that we value children's effort and work. To this end we have a clear intrinsic rewards system and clear marking policy to ensure all children can progress and reach their potential. We also would like children to feel confident to extend their learning at home with homework tasks and investigations.

[See Behaviour Policy in the Safeguarding handbook, Marking Policy & Homework Policy]

The emphasis is then of assessing children using specific assessments and analysing such data on iSAMS. The school also has specific methods of liaising with parents and reporting on progress.

[See Assessment & Reporting Policy]

The curriculum is extended to include extra-curricular activities, sporting matches and musical events far beyond the scope of the normal timetable. We also encourage workshops and educational trips.

[See Extra Curricular Activities Policy, Sporting & Music arrangements & the Educational Visits Policy in the Safeguarding handbook]

The school takes every opportunity to allow children to develop at their own pace. We provide help and support for those children who need it and provide opportunities for those whose have higher ability.

[See SEN Policy & Gifted & Talented Policy]

Monitoring

This document is the spine on which the curriculum is planned, delivered, monitored and assessed. This policy and all the subsequent documents should be reviewed annually.