



# Ackworth School

## Curriculum Policy – Coram House

### Introduction

At Coram House we define our curriculum as all the planned activities that we as a school 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 outdoor and extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the “hidden curriculum” which is what the children learn from the way they are treated and expected to behave.

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

We aim to develop the skills of critical thinking and problem solving and we encourage children to take ownership of their learning thus becoming successful life-long learners who contribute to society and challenge themselves. **Our curriculum choice has not been affected by Covid-19. We have introduced the Recovery curriculum for all year groups from September 2020.**

### Our Vision – Our 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.

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

- Providing a curriculum that supports Ackworth School’s aims. These are displayed in the entrance to Coram House.
- Through the curriculum that the children experience, we aim to teach them how to grow into positive, responsible people and role models who can work and cooperate with others, whilst developing knowledge, skills and positive attitude to learning, as per our school motto *Nom Sibi Sed Omnibus*.
- We aim to deliver a curriculum which is dynamic, fun and meaningful taught in a safe, secure and stimulating learning environment where all involved have high standards and expectations.
- We are passionate about developing skills which will enable all our pupils to be resilient, respectful, self-confident, independent learners and successful



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citizens of the future with an understanding of British and Quaker values which we refer to as 'Our Values'.

- We seek to provide a broad, balanced, creative and differentiated curriculum and offer a wide range of stimulating and challenging activities and experiences to all our pupils irrespective of ability, background, ethnic origin or gender.
- Personalised target setting.
- Weekly pupil briefings.

At Coram House we have the luxury of being able to design our own curriculum. We use the best parts of The National Curriculum (eg Maths, Literacy and Science) alongside our own bespoke curriculum. We use schemes of work that suit the needs of the children we educate. Examples of such a schemes are Ros Wilson's 'Big Writing', White Rose Maths and Inspiring Science.

## **Quaker Values (Our Values)**

Simplicity, Truth, Equality, Peace, Sustainability.

Quaker Values and experiences are actively taught through all subjects and are embedded within our school life.

Our Values are taught in Assemblies and referred to in each weekly Meeting for Worship. Prep children are encouraged to minister when they feel moved to do so. Thoughts from Quaker faith and practice and advices 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 annual Quaker Peace Week forms part of our worship and reflection time. The Young Leaders' Award helps Y6 pupils to work collaboratively with local community projects. We have Global ambassadors from Years 3-6 who promote and drive global issues within school and the community.

## **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. Children are offered opportunities for service to work for the good in society, and for 'letting their lives speak'. They are encouraged to engage actively with the life of the school, the local community, and the wider world. For example, School Council, Prefects, Digital Leaders, House Captains, celebrations such as Harvest Festival and visiting Autism Resource, Archbishop of York Youth Trust Young Leaders' Award.



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Picture News is used as a tool to teach our pupils about local and national news, alongside teaching about fundamental British Values. We help our children develop spiritual and physical well-being, and a proper understanding of themselves, and their place in the world. Children learn that their intelligence can be increased with the right mindset and effort. They learn to be open to the ideas of others and to be confident and critical thinkers.

At Coram House we aim to provide a curriculum which gives great breadth and supports all learners. Children are taught in mixed ability classes and are able to recognise and understand their targets and areas for development. We strive to 'make every lesson count' and have developed a set of 5 non-negotiables which we work hard to achieve in each lesson:

## **C.O.R.A.M**

**C = Challenge.** We encourage all children to challenge themselves within lessons and achieve the highest possible standard. Children are often encouraged to choose their own task (Chilli Challenge).

**O = Outcome.** We set clear learning outcomes paying careful consideration to the ability of each individual child. Children know what is expected of them and what they should achieve by the end of each lesson

**R = Reflection.** Children are given time to reflect on their learning by reviewing marking and making improvements to their own/and other children's work

**A = Assessment.** We encourage thorough assessment within each lesson. This may be through verbal feedback and also through children assessing each others' work/ideas.

**M = Mindset.** A key part of our teaching at Coram House is developing and enhancing a child's Growth Mindset. Encouraging children to take risks with their learning and praising the effort made. We spend time reflecting on the learning process, not just on the finished result.

## **Behavioural Expectations**

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.



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## Our Curriculum

At Coram House, we have invested a great deal of time and energy to design a curriculum that is unique to our setting. We therefore have our bespoke curriculum that builds on the best parts of the National Curriculum. We ensure a balance of curriculum provision by allocating planned amounts of time to Forest School, Sport, Drama, PSHE, SRE (Sex and Relationship Education) and Music. We are constantly developing this provision. We aim to tailor our curriculum towards the needs and interests of our pupils and their cohort. Each subject has its own scheme of work which is reviewed annually and evaluated and revised by its subject co-ordinator. Curriculum Development Plans are shared at the beginning of every academic year and reviewed and RAG'd during the year at staff meetings. We regularly monitor and evaluate the effectiveness of our curriculum by book scrutiny, learning walks, observations and moderation. This is closely monitored by our Head of Teaching & Learning (see Timetable for Quality Assurance and Assessment).

### **Early Years Foundation Stage (The EYFS Statutory Framework March 2017)**

Our EYFS curriculum reflects the areas of learning identified within the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in the Early Years setting. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the EYFS. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.



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## Specific Areas:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

In addition to the above, the children are introduced to the British Values of 'Democracy' 'Individual Liberty' 'The Rule of Law' and 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith'. This is done through Picture News sessions.

## Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring – children will have opportunities to investigate and experience things, and 'have a go'.

Active learning – children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Creating and thinking critically – we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragements, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

## Planning

The Early Learning Goals provide the basis for planning throughout the EYFS. The planning objectives within the EYFS are from the Development Matters Statements from the EYFS document. Our short-term planning uses "planning in the moment" where practitioners observe, assess and plan formatively documenting their planning



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on a mind map. This ensures that all areas are addressed and the children's learning is navigated by their needs and interests. The medium-term planning is based upon a variety of specific themes each half term – all themes are guided by the children's needs and interests.

## **Observations**

EYFS staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's digital Learning Journeys through the use of the programme Learning Book. These help towards the end of year assessments.

## **EYFS Assessment**

During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The EYFS Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the EYFS, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the EYFS.

We record each child's level of development against the 17 Early Learning Goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the EYFS Profile is a statutory requirement.

The teacher utilises Learning Book to keep progress reports on each child's learning. The programme addresses parents when new observations are updated on the system. This means that parents have a constant digital visual on their child's learning. Parents can also add their own observations by using the mobile phone app.

Tracking is updated on Learning Book at the end of each term. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age bands. We share this information with the parents at the end of the Autumn and Summer Term through a digital report and with a parent consultation in the Spring Term.



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The digital reports give parents an insight into whether children are achieving the level of development as set out in the Development Matters framework. The reports also address the child's strengths as well as areas to work upon and ideas to help support parents at home.

The Learning Environment – The EYFS classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, quiet, creative, etc.

Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. We are also a Forest School (see Forest School policy). Being outdoors offers opportunities for doing things in different ways and in different scales from when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

## **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, 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.

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

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

Literacy, Numeracy, Science, Geography, History, RE, PSHE, Music, PE, Games, Swimming, Computing, Art and DT, Drama, Outdoor Learning 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.

## **Year 6**

Pupils study the following subjects:



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Literacy, Numeracy, Science, Spanish and French, Geography, History, RE, PSHE, SRE, Music, PE, Games, Drama, Swimming, Computing, Art and DT, Food Technology, Outdoor Learning and Forest Schools.

The children are taught by a range of teachers including specialist teachers. DT, Languages, Food Technology and PE are taught as part of the transition process by Senior School Staff.

Languages are taught from Nursery up to Year 6: we offer French, Japanese, Spanish and German.

## **PSHE**

PSHE is taught as a discrete lesson and follows Picture News planning. It helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active and responsible citizens whilst promoting British Values. SRE is taught in Year 6 as a discrete subject.

## **Assessment (Y1-Y6)**

Children in Years 1 to 6 are assessed regularly using both formative and summative methods. This enables staff to plan lessons for individual needs in order to raise achievement.

Where a child shows signs of weakness or appears to be more able, further diagnostic tests may be applied. Formative assessment is carried out on a daily basis through classroom teaching. Every teacher sets individual targets for pupils in Maths and English throughout the academic year. We discuss individual targets with pupils and review them regularly to ensure each child reaches their full potential. We set challenging but realistic targets and make continual reference to them to strengthen our pupils' learning. Teachers make effective use of homework to reinforce and/or extend what is learnt in school. Where appropriate this is linked to children's targets.

The school uses OTrack to monitor children's progress. The system allows for data to be inputted across all subject areas by class teachers, although it is primarily used for English and Maths. Through the wide variety of reports made available on OTrack, we are able to closely monitor the progress of both individuals and groups of children. Children are graded using a 'Developing, Secure or Advanced' system. These gradings are based on age related expectations (ARE). These grades are decided using a combination of both end of term test results and teaching judgements. They are inputted using a 'best fit' system.

Parents are informed of their child's progress each term, either during a Parents' Evening or through a written report. Coram House offers an open door policy and



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parents may request to see the Class Teacher or Head Teacher at any mutually convenient time if they have concerns about their child's progress.

Reports are available to parents via the Parent Portal in March and during the penultimate week of the Summer Term. Parents are given the opportunity to discuss the contents of the report with class teachers.

We consider accurate and focussed assessment to be vital towards achieving high levels of success for all our children. We suitably differentiate our curriculum according to pupils' diverse needs.

(Please refer to Coram House Assessment and Monitoring Policy for further details).

## **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 activities for Prep children such as Chess, Lego, Yoga, Art, Computing, Gardening, Choir, Swimming and Cross Country. We also offer a variety of clubs for our Pre-Prep children, but we do value play at the end of the day for this age range. All activities are changed termly.

Each term, children, along with their parents, complete a form to choose the afterschool 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. We also offer initiatives in Tennis, Table Tennis, Modern Pentathlon and we have links with Senior School through Sports Leaders. There are also catch up sessions and supervised prep sessions after school.

## **Physical Activity**

We attach great importance to developing our children's enjoyment, confidence and skill in a diverse range of physical activities. We aim for children to get an average of three hours of physical activity each week through their PE lessons and swimming. In addition, they visit Forest School on a regular basis and have a timetabled Outdoor Learning session each week.

## **Enhancing and Enriching the Curriculum**

We enhance and enrich the curriculum through a variety of activities including educational and residential visits, school performances, visitors to school, afterschool clubs and links with other schools including our Senior School. The School Council



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help to support charities and raise awareness of issues such as bullying and Quakerism. We offer many outdoor learning opportunities in both lesson times and projects such as litter picks, Resilience Day, Bikeability and the Archbishop of York's Young Leaders' Award.

## **Home School Links**

Parents are involved and informed about the curriculum through Parent Information evenings, weekly newsletters, Seesaw, curriculum evenings, parent workshops and the Parent Portal. Meetings can also be arranged via Teams or Zoom at this moment in time and is preferable during Covid. ICP reviews take place regularly and are organised by our SENCO. They are vital to enriching the experiences and learning of our children. We have an open door policy and regular meetings with parents. Staff are also involved in weekly Pupil Briefings where all staff are made aware of any current concerns regarding a pupil.