

Copthill School

Curriculum Policy

Copthill School's Educational Vision

At Copthill, we will:

- **put the child at the heart of their education**, making the education fit the child rather than trying to make the child fit into a one-size-fits-all system;
- care for our children as individuals within a supportive family community, learning and growing together - happy children learn;
- have the highest expectations of all our children across all areas of their education and development but be flexible in our approach;
- challenge and support our children to be confident in recognising their own and each other's strengths and talents across the broad Copthill curriculum;
- acknowledge that learning can be difficult and reassure our children that making mistakes is part of the process of learning;
- instil in our children the curiosity, excitement, desire and drive to be lifelong learners, seizing every opportunity to pursue their dreams and to write their own success stories at each stage of their journey;
- grow as Copthill Learners (responsible citizens, independent explorers, team players, problem solvers, creative thinkers, reflective learners), respecting each other, our environment and ourselves and preparing for the next stage in life, whatever that might be.

Introduction

At Copthill School, we believe that education should provide the essential tools for lifelong learning and prepare our children for the opportunities, responsibilities and experiences of later life. To achieve this, we aim to provide:

a broad curriculum, emphasising the importance of literacy and numeracy and designed to develop lifelong knowledge, skills and attitudes that allow our children to become responsible citizens, independent explorers, creative thinkers, problem solvers, team players and reflective learners.

(Educational Aims: 3)

Learning should be a positive and relevant experience. What we teach and how we teach it should allow children to experience the joy of discovery, problem solving, risk-taking and active participation in the arts, thereby developing their

self-confidence as independent learners as they realise their educational potential and mature spiritually, socially, emotionally and physically. This policy is a statement of aims, principles and strategies for high quality teaching and learning at Copthill School. It should be read alongside our definition of Excellent Teaching and Learning at Copthill - **see Appendix 1**.

Aims and Objectives

We believe that learning can be best facilitated in:

a welcoming, stimulating and happy environment which is friendly, caring and well-disciplined, in which every pupil is encouraged to achieve and motivated to succeed.

(Educational Aims: 1)

The following aims form the basis of our Copthill Curriculum:

- to provide a progressive, engaging, whole-school curriculum which promotes the enjoyment of learning for a purpose and caters for the individual needs of all our pupils, providing equality of access and the opportunity for all to learn and make progress;
- to encourage a love of and commitment to learning and achieving;
- to enable all our children to develop and apply independent skills for learning across all curriculum subjects, inside and outside the classroom;
- to foster the creative development of all our children by providing opportunities for curiosity, open-mindedness, flexibility, risk-taking and perseverance;
- to promote the importance of the arts and provide opportunities for children to develop creative, artistic and musical skills and talents;
- to make children aware of the importance of a healthy lifestyle and provide opportunities for them to develop sporting skills and talents;
- to develop children's self-respect; respect of the ideas, attitudes, values and feelings of others and respect of our world, enabling them to build successful relationships as responsible citizens who can make a positive difference;
- to offer an extra-curricular programme that supports, extends and enriches the curriculum.

Curriculum Content

The curriculum encompasses all the planned activities that we organise to promote learning alongside the spiritual, moral, social and cultural growth and development of our children and their personal, emotional, physical and economic well-being. It should actively encourage our pupils to respect the fundamental British values of democracy; the rule of law; individual liberty and mutual respect and tolerance of

those with different faiths and beliefs. It is the totality of our children's learning experiences.

Our curriculum content involves coverage of the Early Years Foundation Stage; the National Curriculum for England (2014); provision for PSHE education and Relationships and Health Education and RE. The 2014 National Curriculum Framework requires all schools to 'offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

PSHE education must encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The Copthill Curriculum for Key Stages One and Two is based on the National Curriculum 2014 but is adapted to suit our unique children and develop their independence and responsibility.

Copthill School uses and adapts the *Dimensions* 'Learning Means the World' model for curriculum design. This theme-based framework ensures that we deliver the prescribed coverage and allows for clear progression across the school. Whilst being structured, it also offers us flexibility and ownership of our own Copthill curriculum. It is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning.

'Learning Means the World' reflects the real world. It is a relevant curriculum that promotes creativity and curiosity to help children become responsible citizens, independent explorers, creative thinkers, problem solvers, team players and reflective learners. At the forefront of 'Learning Means the World' are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture.

Reading is a central part to a child's education and in preparing them for life after school. It helps children develop emotionally, socially, intellectually and culturally. It also underpins successful access to education throughout their school careers and to employment beyond. Each 'Learning Means the World' thematic unit has literacy elements, including suggested core texts, which cover the broadest range of genres for both reading and writing. The literacy programme, Read Write Inc. Phonics, is taught in Reception and Year 1. Fiction Express and the Copthill Reading Spine (Years 3-6) aim to excite children about reading and turn them into eager readers. Spelling Shed supports our teaching of spelling. Speaking and Listening is also a key focus of our curriculum, highlighted by the 4Cs Communication thread.

Work in mathematics follows the Copthill Maths Curriculum which is based upon the White Rose Maths timeline, carefully considering the structure of the National Curriculum. White Rose Maths resources are used in conjunction with NRich and My Maths.

Science is taught through the theme units, focusing on working scientifically (involving practical investigation, observation and application skills, enquiry and research) alongside specific subject knowledge.

Art, Design Technology, Geography, History and Music are taught through links with the thematic units.

Computing and RE use the engaging, knowledge-rich and progressive curricula and plans provided by the Kapow platform.

PSHE education is taught through Dimensions 3D PSHE Programme.

Learning outdoors through Forest School, Enriched External Learning (EEL) and Go Outside and Learn (GOAL) is an important focus of the Copthill curriculum. The benefits of outdoor learning are well-documented, having a profound impact on both the personal and academic development of children as well as their mental and physical well-being. By taking learning beyond the classroom walls, we create opportunities for our children to become well-rounded, future-ready individuals in ways that traditional indoor environments might not always allow.

Organisation and Implementation

At Copthill School, there are two forms per year group from Reception to Year 6. Each form has a form teacher. Children in Reception and Years 1-4 are taught mostly by their form teacher but by subject specialists for Computing, French, Music, PE and Games and for Art in Year 4. In Years 5-6, the English teachers teach the Humanities (Geography/History) curriculum and Maths teachers teach Science. Spanish is introduced in Year 5 and Latin in Year 6.

Children are taught in ability sets for Mathematics from Year 2 and in English from Year 5.

Planning

We recognise that careful planning is essential because it ensures:

- curriculum coverage and progression;
- high expectations and levels of achievement for children of all abilities;
- inclusion;
- a balance of challenge and support for all groups of children;

- personalised learning for all children that builds upon previous experiences and learning;
- a clear focus for teaching and assessment.

Each subject has a development plan. Development plans are reviewed and submitted annually. These are detailed in the whole-school Development Plan.

Planning takes place at three levels:

- Curriculum Theme Cycle documents for EYFS, Key Stage One, Lower Key Stage Two and Upper Key Stage Two give an overview of the themes that will be covered.
- Planning for each theme unit focuses on learning objectives and on the learning experiences that will enable these to be achieved. A list of key skills and concepts, an outline of activities and suggested resources are included.
- Teachers are allowed flexibility regarding their methods of short term planning. Effective short term plans focus on key learning phases:
 - the skills and concepts to be introduced, developed or reinforced;
 - key questions and words;
 - Differentiation to ensure that appropriate challenge is provided for all groups of pupils;
 - the activities that will engage pupils and facilitate learning for all children (identifying as many opportunities for pupil-led learning as possible);
 - assessment opportunities and techniques and the evidence that will demonstrate successful learning.

Effective Learning

We recognize the need to implement a wide range of strategies to make learning possible. These include:

- independent work;
- paired work;
- group work;
- whole-class work;
- asking and answering questions using a variety of questioning techniques;
- research;
- investigation;
- problem-solving;
- designing and making;
- role-play;
- oral presentations;
- debate;
- music;

- drama;
- physical activity;
- use of ICT across the curriculum;
- learning outside the classroom;
- inviting visitors into school;
- visits.

Promoting Effective Learning

We believe that children learn best when they:

- feel safe and secure in a positive learning environment where there is a clear structure to their role in assessing their own learning and where their opinions are valued;
- understand what they are learning and what is expected of them;
- are involved actively in what they are learning and know where to find help if they need it;
- are given effective feedback about the quality of their work and what they can do to develop further;
- are encouraged to take responsibility for the progress they make as learners who are able to work effectively independently and with others.

We aim to encourage children to take responsibility for their own learning, reviewing and reflecting upon what and how they have learned. Children assess their own learning and that of their peers informally, often through discussion. They respond to targets set by their teachers.

Effective Teaching

At Copthill School, teachers endeavour to provide a variety of high quality learning experiences for our children to enable progress to be made and promote a lifelong love of learning. Teachers:

- focus on providing positive learning experiences for all their children by knowing their children well;
- carefully plan, prepare and teach well-paced lessons with clear objectives, building upon children's prior learning (**not** prior teaching!) and experiences;
- differentiate effectively using a range of techniques - for example: setting; support of teaching assistants; through questioning; by task; provision of resources; by outcome; through open-ended challenges and investigations etc.;
- use a range of good quality classroom resources effectively;
- offer effective feedback about the quality of work and what can be done to develop further;
- allow opportunities for children to review and reflect upon their learning;

- know their subject(s) well and keep up-to-date with developments in the subjects they teach through their continued professional development;
- act as positive role models for their children.

Assessment and Recording

Assessment is an integral part of teaching and learning – the term ‘assessment’ comes from the Latin ‘assidere’ which means ‘to sit beside’. Assessment is an ongoing process that encompasses many informal and formal activities designed to monitor and provide evidence of pupil attainment, track progress and drive improvement and development.

Assessment is carried out in many ways (the list below is not exhaustive):

- teacher observation
- questioning and discussion
- marking of children’s work (not always in exercise books)
- self-assessment
- peer assessment
- standardised tests

Using the national curricula for key stages 1, 2 and 3, we defined KPIs which provide evidence that our pupils have grasped knowledge, skills and understanding across our broad curriculum. We continue to refine and adapt our KPIs based on the needs of our children. Our Key Performance Indicators (KPIs) aim to:

- capture performance against agreed, challenging criteria;
- measure progress;
- provide a focus for reporting;
- inform transition.

A baseline assessment is used during the autumn term of a child’s Reception year. The Early Years Foundation Stage Profile summarises our children’s attainment at the end of Reception. The profile measures children’s attainment in 7 areas of learning through 17 Early Learning Goals (ELGs).

GL Assessment’s standardised tests in English (Progress Test in English) and mathematics (Progress Test in Maths) are administered in Years 1 to 6 in the summer term. Additional assessments of reading (New Group Reading Test) are used in Years 3-6. The data collected from these tests is used to track the progress of each individual child (year upon year and across key stage) and also of groups and cohorts.

Children in Years 2-6 complete CAT4 in the autumn term. The information generated from these assessments helps us understand more about our pupils’ developed abilities and likely academic potential. Results from *CAT4* are compared to

age-standardised scores in English and mathematics and help with intervention, monitoring progress and setting targets for future attainment.

Regular formal assessments of children's progress in Read Write Inc. and writing take place. Refer to the Assessment and Reporting Schedule (accessed via Google Drive) for an overview of the annual assessment and reporting schedule.

Assessment data is analysed by teachers, subject leaders, the SENCo, the Higher Learning Capability (HLC) Lead and Senior Leadership.

Roles and Responsibilities

The Headteacher is responsible for the leadership, management and development of the curriculum in liaison with the Principal, subject leaders and subject teachers.

- The **Subject Leader** provides a strategic lead and direction for their subject by:
 - keeping up-to-date with government initiatives and current research in their subject;
 - writing, reviewing and updating their subject policy and overview;
 - auditing existing resources and suggesting and sourcing new ones;
 - monitoring and evaluating teaching and learning in their subject;
 - reviewing and submitting an annual development plan;
 - supporting and offering advice to colleagues on issues related to their subject.

*See also **Subject Leaders** and **Subject Leader Role***

- The **SENCo** ensures that children with specific learning needs have access to the curriculum, including those with an education, health and care (EHC) plan. If a child displays behaviours indicating a specific learning need, in the first instance, his/her teacher adapts the planning and teaching of learning experiences accordingly. When necessary, appropriate external agencies might be involved.
- The **HLC Lead** ensures that children who demonstrate higher learning capability in any curriculum area are suitably motivated and challenged.
- All teaching staff are responsible for the planning and teaching of the curriculum on a day-to-day basis, amending planning in order to optimise learning opportunities.

Resources

The Headteacher, in liaison with the Principal and Bursar, has control of the budget for providing resources to support and enhance the curriculum. It is the responsibility of the Subject Leaders to outline costs on the development plan. Purchases are authorised by the Headteacher and forwarded to the Finance Department for ordering.

Co-Curricular Activities

A huge range of enrichment activities complement the timetabled curriculum, including:

- themed days – for example, Celtic Day;
- visitors - for example, guest speakers in Assembly; History Off the Page; The Young Shakespeare Company;
- visits – for example, music days at local prep and secondary schools;
- residential visits – for example, Bushcraft and France;
- an extensive range of lunchtime and after-school clubs.

The Role of Parents

The relationship between School and Home is of fundamental importance. We offer:

an open-door policy, providing the foundations for effective
communication and co-operation between Home and School
(Educational Aims: 2)

We inform and involve parents in the following ways:

- curriculum newsletters providing a brief overview of learning experiences;
- providing parents with email addresses of members of staff;
- blogs;
- Google Classroom;
- newsletters;
- website;
- workshops;
- various events, plays and concerts throughout the year;
- Parents' Evenings in October and February for Reception-Year 4; October, February and June for Year 5 and November for Year 6;
- an interim written report in December;
- a detailed written report in July.

Inclusion

We value the fact that every individual within our school is unique. All are treated fairly and with respect. Our Copthill Curriculum is designed to provide equal access and opportunity for all children, regardless of age, ability, gender, race, religion, belief or sexual orientation and identity so that all pupils learn and make progress. If we think it is necessary to adapt the curriculum to meet the needs of an individual, then we do so only after the parents of the child have been consulted.

Monitoring and Evaluation

Evidence to enable the monitoring and evaluation of the effectiveness of this policy in practice is collected and reviewed in a variety of ways, including:

- informal discussions;
- staff meetings;
- meetings with Subject Leaders;
- monitoring of planning;
- analysis of a range of assessment data (generated in a number of ways, from informal observations to formal tests) used to monitor pupil progress and inform planning (from individual lesson plans to the subject and whole-school development plans);
- work scrutiny;
- lesson observation;
- pupil questionnaires;
- parent feedback and questionnaires.

Policy Review

As an inclusive, self-evaluating and reflective school, committed to development and improvement, we review and strive to better our provision for every child. The curriculum at Copthill School will continue to evolve according to the needs of our children and the aspirations of the staff and the wider community. This policy will be reviewed annually.

Next Review: September 2025

Appendix 1 - Excellent Teaching and Learning at Copthill

The Child at the Heart

- Children are comfortable and safe
- Take time to listen
- Differentiation - know children as individuals and use this knowledge to inform planning and delivery
- Know a child's learning journey - where have they come from, where are they now, where can we help them go next?
- Teacher moves to the child - the teacher's desk is not the focal point
- Opportunities to learn outside are embedded in our approach

Learning and Growing Together

- Hold all pupils in equal, unconditional, positive regard
- Build positive relationships based on mutual respect, warmth and kindness
- A creative approach based on the children's interests
- Children and teacher work as a team
- Classrooms are bright, organised, tidy and welcoming
- Rewards according to the school's policy, with flexibility regarding individuals' needs

Highest Expectations

- Believe that all children can achieve
- Acknowledge that potential is limitless
- Set ambitious targets for ourselves and our children
- The school's Promoting Positive Behaviour Policy is used consistently with flexibility regarding individuals' needs
- Allow children responsibility with a "firm but fair" approach
- High expectations of ourselves with regard to punctuality, preparation and focus

Challenge and Support

- The school's Feedback for Learning Policy is used consistently
- Children of all abilities find their work challenging but rewarding
- Children understand their areas of strength and how they can improve
- The pace of the lesson keeps the children engaged and working hard
- Enquiry and endeavour are expected

The Process of Learning

- Provide constructive feedback and guidance for improvement according to school policy
- Use a range of teaching and learning activities encompassing different learning styles, enabling all to succeed
- Use quality resources, including ICT, to complement teaching and learning
- Allow children to make mistakes and give them the courage to do so

- Children are allowed time to think and reflect

Lifelong Learning

- The teacher has an obvious excitement for, and enjoyment of, the topic taught and an awareness of cross-curricular links and transferable skills
- Learning is meaningful and relevant to the children
- Lesson activities and assessments are used to ensure that children achieve and that they make progress
- Use a variety of questioning techniques to facilitate and extend learning
- Excellent subject knowledge but an acknowledgement that further research might be necessary