



CURRICULUM POLICY

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Approved by Chris Sellers

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1. Introduction

The curriculum is all the planned activities that The Mount School organise in order to promote learning and personal growth and development. The curriculum is the means by which The Mount School achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

2. Values

Our principle value is providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve. Our school curriculum is underpinned by the values that we believe in:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Aims and objectives

At The Mount School we teach beyond the National Curriculum specifications. The National Curriculum and the Early Years Foundation Stage Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The National Curriculum and the Early Years Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. The aims of our school curriculum are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Access full-time supervised education (in accordance with section 8 of The Education Act 1996)
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively and develop their own thinking
- Develop an 'enquiring' mind and ask questions
- Be confident enough to take risks in their learning
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- To learn the essential skills of literacy, numeracy, scientific, linguistic, technological, human and social, physical and aesthetic and creative education
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- To understand Britain's cultural heritage and promote British values
- Have an awareness of their own spiritual development, and understand right from wrong
- Be positive citizens in society; to have respect for themselves (and others in accordance with the protected characteristics set out in the 2010 Act [a]), have high self-esteem, and to be able to live and work co-operatively with others
- To teach children about their developing world, including how their environment and society have changed over time
- Understand and respect diversity
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- Develop a sense of self-esteem: be well balanced and healthy individuals

4. Planning

At The Mount School, our curriculum is broad, balanced carefully considered. We work closely as a whole school to ensure progression and development in children's learning.

Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. This could include a more creative and cross

curricular approach to learning, which encourages children to apply skills in a variety of ways.

Our medium-term plans give the objectives, extra-curricular links, key vocabulary and knowledge. Our medium term plans are detailed and it is expected that our teachers will use these on a weekly basis.

5. Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils - those whose attainment is significantly above the expected standard or for pupils who have lower levels of attainment.

Our curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we would do so in consultation with the child's parents.

If a child has a special educational need or disability (including an EHC plan), our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

6. Monitoring

The Director monitors the curriculum via the SEF and how the school targets improvement.

The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher and Senior Leadership Team (SLT) monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Planning is monitored by the SLT to ensure that planning is current and used as a working document. Book/work scrutinies are carried out to ensure progression. The SLT conduct Learning Walks throughout the year to ensure the broad and balanced curriculum is being delivered to the children.

The SLT and subject leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

Subject leaders work to provide a broad and balanced curriculum which meets the needs of all learners. It is the role of the subject leader to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. Each subject leader reviews the curriculum plans

for their subject, ensures that there is full coverage of the National Curriculum, challenge, learning intentions are clear and that progression is planned into schemes of work. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The SLT and subject leaders ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work. The Mount School considers accurate and focused assessment as the cornerstone of high quality teaching. During the Early Years our teachers record the skills of the pupils. Standardised tests are used throughout the rest of school and pupils' progress is evaluated by exceeding, meeting, working towards and not meeting the key learning objectives against national end of year expectations.

7. Extra-curricular activities

There is a wide range of activities at lunchtime or after school as we recognise the benefits they can have. Outdoor activities are an important part of our curriculum. This may involve problem-solving or team-building activities in the school grounds as well as structured activities. In addition, our older children experience adventurous activities away from the school site on a residential trip. Visits and visitors are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums, theatres or special activity days.

8. Parent support

We are well aware that all children need the support of parents and teachers to make good progress in school. We recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

9. Finally

At The Mount School we provide a curriculum that is exciting for the children and provides coherence between content, skills and the development of critical thinking skills. It also provides an opportunity to harness the interests of our children, building in motivation and deeper immersive learning.

Our intended outcome for all children is that they develop into successful learners who can work both independently and cooperatively as a group, who can collect and analyse information, understand and accept different perspectives, and interpret and evaluate outcomes.