



The Village School

CURRICULUM POLICY

AIMS

The school aims to:

- ensure that pupils develop the essential literacy and numeracy skills;
- provide pupils with a full and rounded entitlement to learning;
- foster pupils' creativity and develop essential skills, including learning skills;
- promote a healthy lifestyle;
- inspire pupils to a commitment to learning which will last a lifetime; and
- promote high standards in all learning and teaching.

The school's curriculum follows statutory requirements and is of a similar standard to the requirements of the National Curriculum.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills.

Personal, social, health and citizenship education reflecting the school's aims and ethos.

Religious education is also provided for all pupils.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief.

Disabilities:

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

SUBJECTS OFFERED

Pre-Prep (3+)

A play-based curriculum following the principles of the Early Years Foundation Stage (EYFS) framework to support pupils' learning development and welfare. Close links with the Preparatory class ensure continuity of practice to support the EYFS profiles.

(Pre-school Year)

Preparatory (4-5 yrs):

We follow the Foundation Stage profile laid down by the **dcsh** which covers 6 areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

Years 1 & 2

Lower 1 (5-6 yrs):

Reading, Comprehension, Writing, Handwriting, Composition, Language and Poetry, Arithmetic, Topic Work to include Science, Geography and History, DT, Spanish, RE, Sport, Dance, Art, Craft, Music, Singing

Upper 1 (6-7 yrs):

Reading, English to include Spelling, Comprehension, Writing, Handwriting, Composition, Language and Poetry
Topic Work to include History & Geography,
Maths, Science, I.T., Spanish, Music, RE
Sport, Nature Study (once a term)
Art, Craft, Drama, Singing, Dance

Year 3

Transition (7-8yrs):

Switch to specialist subject teaching – Number of weekly periods in brackets.

- (7) English: Language, Comprehension, Creative Writing, Literature/Poetry, Class Book
- (5) Maths
- (1) Handwriting
- (2) Science
- (1) History
- (1) I.T.
- (1) R.E.
- (1) Spanish

Afternoon activities counted in hours: Singing/Music (1½), Dance(¾), Art (1½ hrs), Sport (2¼ hrs), Nature Study (1½ hrs)

Year 4

Lower II (8-9yrs):

- (8) English: Language, Comprehension, Creative Writing, Literature/Poetry, Class Book
- (5) Maths
- (2) Science
- (1) Geography
- (1) History
- (1) Culture
- (1) R.E.
- (1) I.T.
- (1) French

Afternoon activities counted in hours: Music/Singing, (1½), Dance (¾), Art (1½ hrs), Sport (3¾ hrs)

Year 5

Upper II (9-10yrs):

- (6) English (as before)
- (5) Maths
- (2) Science
- (1) Geography
- (1) History
- (1) Culture
- (1) R.E.
- (1) I.T.
- (1) French
- (1) Latin
- (1) History of Art

Afternoon activities counted in hours: Music/Singing, (¾), Dance (¾), Art (1½ hrs), Sport (4½ hrs), PSHE (½).

Year 6

Illrd Form (10-11yrs):

- (6) English (as before)
- (5) Maths
- (2) Science (to include Gardening & First Aid in terms 2 & 3)
- (1) Geography
- (1) History
- (1) Culture
- (1) R.E.
- (1) French
- (1) Latin

(1) History of Art

Afternoon activities counted in hours: Music/Singing, ($\frac{3}{4}$),
Dance ($\frac{3}{4}$), Art (1½ hrs), Sport (4½ hrs), PSHE ($\frac{1}{2}$).

Year 4: have the opportunity to participate in the following clubs: Netball, Spanish, Sewing.

Years 5 & 6: have the opportunity to participate in: Choir (by audition); Debating Society; Drama Club; Recorder Group.

Year 6 only : Residential Field Trips (2 nights) – Derbyshire and Dorset.

All years perform dramatic (usually musical) productions to their parents in the course of the academic year. In addition, Drama Club (Years 5 and 6) traditionally perform a Shakespeare play in the Spring term.

RELIGIOUS EDUCATION

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

Collective Worship:

All pupils are expected to take part in daily collective worship. The school has a programme of collective worship involving some whole-school assemblies and class assemblies.

SEX EDUCATION:

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

POLITICAL EDUCATION:

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE AND GAMES:

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

EXTRA-CURRICULAR ACTIVITIES:

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

HOMEWORK:

The school expects homework to be set as appropriate. It is normally carried out at school during the supervised prep sessions. If pupils attend a club or other event, then homework will be done at home. As guidance the school expects pupils to spend the following times on homework per day:

Lower I:	Reading x 3 per week, spellings
Upper I:	Daily reading, spellings and tables
Transition:	30 minutes x 1
Lower II:	30 minutes x 2
Upper II:	35 minutes x 2
IIIrd Form:	35 minutes x 2

SPECIAL EDUCATIONAL NEEDS

The school has a special educational needs policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents.

CONCERNS AND COMPLAINTS:

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class teacher.

If the issue is not resolved parents should make an official complaint in writing to the Headmistress.

MONITORING AND REVIEW:

This policy will be monitored by the Headmistress who will implement any necessary changes.

Prepared: 1 February 2007

Reviewed: May 2017

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