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# OVERSTONE PARK SCHOOL

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## Curriculum Policy

## Curriculum Policy

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>April 2018</b>	<b>April 2019</b>	<b>Mrs M Brown Mr M Partington Mrs T James Mrs D York</b>	<b>Nomination Process in Progress.</b>

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We use the flexibility in the National Curriculum to meet the needs and talents of the pupils in this school.

We are aware that by providing the National Curriculum we are satisfying the requirements of a broad and balanced curriculum.

We believe we give all our children full access to National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life in democratic Britain.

We see the development of English, Mathematics, Science and I.C.T. as central to our curriculum work, balanced with the humanities and expressive arts. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## **Aims**

- ! To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- ! To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain.
- ! To provide an environment that is fun, stimulating and challenging to all pupils.
- ! To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- ! To equip children with a range of skills and a desire for lifelong learning.
- ! To work with other schools to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body (Proprietors)**

The Governing Body (Proprietors) has:

- delegated powers and responsibilities to the Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum and religious education and taught in according to the locally agreed syllabus;
- responsibility for ensuring the syllabus for religious education reflects Christianity and all main world religions;
- responsibility for ensuring a daily act of worship takes place for all pupils;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Principal and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Principal**

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - planning scrutinies and work trawls
  - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

## **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Principal;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of the Subject Leader**

- There will be a subject leader for each curriculum subject.
- Each subject leader reviews progress of their curriculum subject and reports this to the Principal and other members of staff.
- Each subject has an action plan which forms part of the Single Integrated Development Plan.

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;

- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **Role of Parents (Parental involvement)**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
  - support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

## National Curriculum Subjects 2014

Phase	Core			Foundation							
	Eng.	Mathematics	Science	Art & Design	Computing	Design & Technology	Geography	History	Music	P.E.	Languages
KS1	!	!	!	!	!	!	!	!	!	!	!
KS2	!	!	!	!	!	!	!	!	!	!	!

## Programmes of Study

Subjects	Purpose of study	Aims	Spoken Language	School Curriculum	Attainment Targets	Reading	Writing	Spelling, Vocabulary, Grammar, Punctuation & Glossary	ICT	Scientific Knowledge & Conceptual Understanding	Nature, Processes & Methods of Science
English	!	!	!	!	!	!	!	!	x	x	x
Mathematics	!	!	!	!	!	!	!	!	!	x	x
Science	!	!	!	!	!	!	!	!	!	!	!
Foundation	!	!	x	x	!	x	x	x	x	x	x

## Time Allocations

Phase	English	Mathematics	Science
KS1 (21 hour week)	24-36%	18%	7%
KS2 (23.5 hour week)	21-32%	18-21%	9%

## Timetable

Class timetables provide details of time allocations to each subject.

## Planning

Long, medium and short term planning is in place for all subjects.

## Subject Policies

Policies are in place for all subject areas and are updated every three years.

## Monitoring

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Monitoring will be undertaken by subject coordinators and members of the Senior Leadership Team.

## Topic Work

Geography, History, Science, ICT, PSHE and C, Art and DT will be taught as topics with possible links to Music and RE.

## Educational Visit and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

## Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.

- By careful monitoring we encourage those underachieving in certain areas.

## **Special Needs**

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Principal reports to the Governing Body
- information displays in the main school entrance

## **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects
  - teaching and learning
  - planning
  - assessment
  - key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Principal and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### Linked Policies

▪ Teaching and Learning	▪ Assessment	▪ Key Skills
▪ Monitoring & Evaluation	▪ More Able, Gifted and Talented Children	▪ Equality

<b>Principal:</b>	Mrs M F Brown	<b>Date:</b>	26 <sup>th</sup> April 2018
<b>Chair of Governing Body:</b>	Nomination Process in Progress.	<b>Date:</b>	

## APPENDIX A

### HOMEWORK POLICY

Setting and marking homework is one of our most important tasks. Used well, homework should greatly increase the time available for students to learn. Homework is the window through which parents see the school.

1. Parents will be given a homework timetable at the start of each year, indicating the nights when homework should be assigned. This may be revised in the light of any timetable change.
2. The purposes of homework are to:
  - a) provide opportunities for students to work independently and to take responsibility for organising their work;
  - b) help students recognise the link between good study habits and higher standards of achievement;
  - c) check that students have understood classwork;
  - d) consolidate or extend work covered in school;
  - e) prepare for future lessons.
3. As an approximate guideline homework should take:

30 mins per subject in Years 3 - 6  
30 mins per subject per slot in Year 7  
40 mins per subject per slot in Years 8 and 9  
50 mins per subject per slot in Years 10 and 11  
5 hours per subject per week in Sixth Form
4. Students must write their homework into the Homework Diary. Form Tutors are asked to check that they do this and sign it each week.
5. Homework will always be set. Where appropriate students are instructed to write 'none set' in their contact book – such entries are expected to be rare.
6. Homework may be set at any appropriate point in a lesson. Explanation should follow and sufficient time must be allowed for the slowest pupil to write it down in their contact book. If possible the last few minutes of a lesson should be avoided for such a vital task.
7. Homework can be set well in advance. In the case of Years 10 and 11 this helps them to plan their time. Where students are working on a project or topic for many consecutive homeworks *their progress will be monitored very regularly.*
8. Homework will be set for the first day of term. The first two or three days are vital in establishing what is expected. It is also important to maintain academic momentum right through to the final day of term.
9. As the name suggests, it is intended that homework is done at home or during supervised prep, thereby leaving lunch-break free for extra curricular activities.

## **MERITS**

A teacher wishing to commend a pupil on a particularly good piece of work or effort may award a Merit to be entered in the Contact Book. In the Junior School merit marks are recorded in the child's exercise book, and they will then add that mark to their class Merit Chart. At the end of term the tutor adds up the total number of merits. Certificates are awarded at the final assembly of term to those in each year group gaining the highest number of merits.

## **PUPIL OF THE MONTH**

The purpose of the Pupil of the Month is to recognise and publish extraordinary work/achievement. A form is circulated to staff to complete and then awards are given by the head teacher in assembly.

## **CAUSE FOR CONCERN – SENIOR SCHOOL**

In the Senior School if homework fails to be produced or does not achieve a satisfactory standard, a cause for concern slip may be issued so that parents are aware of the problem and the student can be both supported and monitored until the work is of an acceptable standard. In the Junior School a comment is made in the child's home contact book.

## **APPENDIX B**

### **MARKING POLICY – SENIOR SCHOOL**

**Effort:**

- 1 Outstanding, consistently hardworking with a positive attitude
- 2 Very good
- 3 Satisfactory
- 4 Unsatisfactory,
5. Poor

- ! Each grade should be backed up by a constructive comment, if possible relating to targets.
- ! Initiative and creativity should be rewarded.
- ! National Curriculum Levels may also be shown on occasions.
- ! It is important that the grading system that we use is made clear to the students and the parents; it could be incorporated in the Contact Book.
- ! For students in Years 10 and above, these grade descriptors are less easy to apply. Where possible the Key Stage 3 policy should continue. Teachers assess some work in percentages however, which they then equate to Examination Board grades. This is fine. It is important that the students are familiar with these mark schemes. In this case, to avoid confusion all Examination Grades are awarded using A\*-U while Effort is marked using 1-5.

**Merits**

The general rule is work above grade B serve a merit or one really outstanding piece or level of effort.

**MARKING POLICY****Aims**

- To encourage children to have a sense of pride in their work
- To give children an idea of their level of achievement
- To correct errors
- To encourage children to learn from their successes and mistakes
- To indicate objectives for future work and thus aid progress

**Methods**

Marking should be diagnostic and supportive and indicate where the pupil needs to focus attention next time.

**Foundation Stage and Key Stage 1**

Marking is on a more informal basis at these stages and will often consist of a verbal response. Positive comments may be added to work and, as the child becomes more mature, these may also

include an indication of how the work may be improved. Wherever possible, marking should take place alongside the child so that instant, direct feedback can be given.

Formal marks are only given for spelling and multiplication table tests.

## **Key Stage 2**

A red pen will be used for all marking.

Constructive comments are added to work where appropriate. They highlight successes, encourage improvement in weaker areas and direct to further areas of study.

Indicating every error is rarely helpful at this stage. Alternatives are:

- ! Indicating an error the first time it occurs but not subsequently
- ! Concentrating on a particular error for a period of time
- ! Class discussion of widely occurring errors

Praise should always be given for improvement in effort or work.

Merit marks will be awarded for very good work or effort. Five merit marks is equivalent to one house point. A house point certificate is awarded when ten house points has been achieved. Children will receive stickers and stars for good work or effort.

Errors marked will depend on the ability and maturity of the child, always having positive encouragement in mind. As and when it becomes appropriate to focus on particular types of errors, the following codes will be used:

√     **correct**

X     **incorrect**

?     **this doesn't make sense**

sp    **word underlined for spelling correction**  
-    **write out three times**

^     **letter or word has been missed out**

[     **new paragraph**

mm    **merit mark awarded**

E     **extension work**

MW    **marked with teacher**

T     **target – how to improve your work next time**

**self assessment**

The marking code will be displayed in every Key Stage 2 classroom and in the children's contact books. The code will be discussed at the beginning of every year so that all children are aware of the meanings of the various markings.

## APPENDIX C

### Reports and Grade Sheets

#### REPORT WRITING

- 1) All teachers must attend an induction on PASS and report writing at Overstone Park School.
- 2) Reports must be done initially in Word and saved on a USB pen before:
  - a. Swapping with partners for CHECKING;
  - b. saving in case of future problems;
  - c. time to ponder over the Reports, e.g., at home.
- 3) Please be aware of the importance of proofreading and CHECKING partners Reports.
- 4) Be vigilant with „cutting and pasting .
- 5) Watch the word count – 1100 characters for the main Subject Report and 1000 for the Form Tutor's report.
- 6) Make sure the effort grade matches the comments, especially when awarding 1 for effort.

#### Tone

The report should be formal in tone. The student should not be addressed as if speaking to her, e.g. You have done well in your examination Rachel. Use third person: **Rachel performed very well in the recent examinations. Her essay on Shakespeare was particularly thorough.....**

Avoid using „she continuously throughout the Report and do not begin a new paragraph with „She . Please use the student's name.

#### Punctuation

- a) Names of subjects should begin with capital letters on all occasions, e.g. French test.
- b) When putting a title in quotation marks, or when using a hyphen to separate a piece of information, please remember to use the same punctuation mark at the end of the text in question as well, e.g. **Year 9 has studied the topic of 'Travelling' in their Geography lessons. Students in Year 10 have been studying a topic – How to Make Tea – which has enhanced their knowledge of.....**
- c) Do not use abbreviations, e.g. doesn't. These terms should be written in full.

d) This applies to exam; please use the word **examination**.

e) Capital letters for seasons; Summer Examinations needs capital beginnings; it is a title. Spring Term needs capitals. Otherwise, spring, summer do not.

f) Closely-linked statements could be joined by a semi-colon. If you are not sure, use a full stop, e.g. Jane is working very hard. Her coursework is now complete. (Two separate topics – two sentences - full stop is probably best). Jane is working very hard; her determined effort is bound to produce good results, (subject matter of both sentences is closely linked).

## **Spelling**

Practice/practise always cause problems!

Practice = noun. Like advice.

Practise = verb. Like advise.

Conscientious (almost science in the middle!)

In the Form Tutor's Report, „Form“ must be spelt with a capital F. The same applies to „Year“ as in Year 7, also Boarding House with Capitals.

## **General points.**

- ! When you have finished the report, put a full stop.
- ! Check the spelling of the name.
- ! Always use the full name, not diminutive, e.g. Jennifer not Jenny and Lily-Rose, not Lily.
- ! When Form Tutors check reports, please mark amendments clearly on the reports with red pen.

## **Suggestions for Content of Reports**

- ! Our comments might inform parents:
- ! of the work covered, in brief;
- ! in what areas of the examination lie the student's strengths and weaknesses;
- ! how the student may address specific targets in order to improve or develop;
- ! how the student is performing in relation to potential and past achievements, to the rest of the class and to national standards;
- ! of how they can help;
- ! whether their son or daughter is enjoying the subject and behaving well;
- ! whether their son or daughter is producing satisfactory homework and keeping to deadlines;

! whether their son or daughter is making progress with coursework.

### **Form Tutor Reports**

Form Tutor reports should refer to the above and also to School life beyond lessons, i.e. not just a summary of the subject reports.

### **GRADE REPORT GUIDELINES**

#### **Effort All Years:**

1. Outstanding, consistently hardworking with a positive attitude,
2. Very Good
3. Good
4. Only Satisfactory, should do more
5. Unsatisfactory, little effort made

#### **Organisation: All Years**

1. Outstanding
2. Very Good
3. Good
4. Only Satisfactory
5. Unsatisfactory

#### **Key to Organisation Grades**

Contact Books and equipment brought to lessons

Homework completed on time

All deadlines met

Time Management

Punctuality

**Predicted Grade Years 10 and 11:** This gives a realistic indication of the grade the student daughter could achieve in public examinations if her current rate of progress is maintained.



## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (! )	New/Proposed Policy (! )	Updated Policy (! )
			!	

This policy affects or is likely to affect the following members of the school community (! )	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion				
<b>Does or could this policy have a negative impact on any of the following?</b>	Age		Gender					Gender identity		Pregnancy or maternity			Religion or belief				Sexual orientation		<b>Undertake a full EIA if the answer is 'yes' or 'not sure'</b>	
	Y	NS	Y	N	Y	N	NS	Y	NS	Y	N	NS	Y	N	NS	Y	N	Y		
	!		!		!			!		!			!			!		!		
<b>Does or could this policy help promote equality for any of the following?</b>	Age		Gender					Gender identity		Pregnancy or maternity			Religion or belief				Sexual orientation		<b>Undertake a full EIA if the answer is 'no' or 'not sure'</b>	
	Y	NS	Y	N	Y	N	NS	Y	NS	Y	N	NS	Y	N	NS	Y	N	Y		
	!		!		!			!		!			!			!		!		
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age		Gender					Gender identity		Pregnancy or maternity			Religion or belief				Sexual orientation		<b>Undertake a full EIA if the answer is 'no' or 'not sure'</b>	
	Y	NS	Y	N	Y	N	NS	Y	NS	Y	N	NS	Y	N	NS	Y	N	Y		
	!		!		!			!		!			!			!		!		

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
! Policy annually reviewed				
! Policy in line with current legislation				
! Coordinator in place				
! Nominated governor in place				
! Coordinator carries out role effectively				
! Principal, coordinator and nominated governor work closely				
! Policy endorsed by governing body				
! Policy regularly discussed at meetings of the governing body				
! School personnel aware of this policy				
! School personnel comply with this policy				
! Pupils aware of this policy				
! Parents aware of this policy				
! Visitors aware of this policy				
! Local community aware of this policy				
! Funding in place				
! Policy complies with the Equality Act				
! Equality Impact Assessment undertaken				
! Policy referred to the School Handbook				
! Policy available from the school office				
! Policy available from the school website				
! School Council involved with policy development				
! All stakeholders take part in questionnaires and surveys				
! All associated training in place				
! All outlined procedures complied with				
! Linked policies in place and up to date				
! Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

