

Brookes UK

Curriculum Policy Including EYFS



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Brookes UK is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Brookes UK recognises that:

- The world in the future will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly greater access to information and learning material independently of school.
- Curriculum delivery should involve a greater use of adults other than teachers.

These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Brookes UK curriculum policy is based on the following aims:

- to have students at its heart, putting their interests above those of the institution.
- to have a curriculum that is fit for purpose, offering differentiation and personalisation.
- to adhere to the statutory framework of the EYFS and to be a centre of excellence in Montessori pedagogy.
- to be a centre of excellence in learning and teaching.
- to prepare all students for a successful adult and working life in a 21st century global society.
- to achieve and then exceed national standards in achievement, attainment and progression.
- to promote and encourage British values
- to be committed to excellence and continuous improvement.
- to value vocational and academic routes equally.
- to nurture the talents of all and celebrate success.
- to involve the community.
- to involve parents/carers.
- to be in a learning environment that is above all else inspiring.

At Brookes UK all pupils have access to the full range of experiences provided in the curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

Breadth:

bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).

Balance:

ensuring that pupils have an opportunity to study subjects representative of all disciplines.

Coherence:

planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

Relevance:

Taking into account the previous learning of pupils and their readiness for new experience.

Differentiation:

Matching teaching, assessment and tasks to pupils' abilities and aptitudes. Differentiation requires variation in teaching approaches, classroom organisation and individual support as appropriate to pupils, taking into account pupils' learning difficulties or disabilities and, where a pupil has an EHCP, providing an education which fulfils its requirements. Pupils are taught in mixed ability classes. Provision for gifted and talented pupils takes place through differentiation in the classroom and the wealth of extracurricular opportunities on offer. Pupils on the SEND and EAL register will be provided for through in-class differentiation and, where appropriate, specialist support from the SEN department.

Progression:

Providing continuity within the curriculum from Year 1 onwards to enable the pupils to learn and make progress.

Teaching and Learning:

Teachers have high expectations of their pupils and use a range of teaching methods and approaches to enable all pupils to reach their potential.

The general aims of the curriculum are recognised in each section of the school, though at the different stages the emphasis will vary in an age appropriate way:

CURRICULUM

Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school aims to develop a coherent curriculum that builds on young people's experiences in the early years and primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- have and be able to use high quality personal, learning and thinking skills and become independent learners.
- promoting British Values, including:
 - **Democracy:**
Pupils have the opportunity to have their voices heard through our School Council made up of representatives from each school class.
 - **The Rule of Law:**
The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service, Lifeguards etc. are used where appropriate and help reinforce this message.
 - **Individual Liberty:**
Within the school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education.
 - **Mutual Respect:**
Part of our school ethos has revolved around Core Values such as 'Respect' and pupils have been

part of discussions and assemblies related to what this means and this is reiterated through our classroom and learning rules.

- **Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning.
- value their learning outside of the curriculum and relate to the taught curriculum.

Curriculum outcomes

Brookes UK curriculum will:

- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of KS3 & 4.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.

Roles and responsibilities

The Principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.

The Head of Early Years, Lower School Lead, Senior School Lead & Key Stage leads will ensure that:

- they have an oversight of curriculum structure and delivery within their key stage/phases
- detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage/phase.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with class teachers and subject leads on a regular basis and that actions are taken where necessary to improve these.

Subject leads will ensure that:

- long term planning is in place for all subjects. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular subject.
- there should be consistency of approach towards assessment.
- they keep the information of proposed changes to curriculum delivery.
- all relevant information/data is shared with the Principal.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the School's curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers
- to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

Extra-curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities including: Film, Sports, Drama, Science, Art, Craft, and Board Games, Maths, Lego Building.

Monitoring, evaluation and review

The Principal will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Annex 1

Teaching groups, class sizes

In our Early Years, class numbers are restricted by statutory requirements for room size.

The maximum number in each room is

Nursery: 24

Reception: 16

In Key Stage 1 and Key Stage 2 the maximum class sizes are 14.

From Year 7 students are placed in tutor groups of approximately 12.

The school day starts at 8.40 am and ends at 4.00 pm and consists of five 60 minute lessons split by two breaks one at 11.15 am (15 mins) and one at 12.30 pm (60 mins).

There is a tutor and assembly time for 30 minutes in the morning and a 30 minute prep time at the end of the school day.

Key Stage 3

Years 7, 8 and 9

A dedicated team of teachers and specialist staff continue the best practice of the primary phase of education in a “familiar” environment whilst introducing students to the breadth of the secondary curriculum. The KS3 curriculum develops the fundamental skills of numeracy and communication, including literacy and IT skills within a framework of a more interdisciplinary and creative approach, linking the international flavour of the primary curriculum with the IGCSE’s.

The majority of students take a common core of subjects:

- English Language and Literature
- Mathematics
- Science
- French
- Geography
- History
- Art
- Computing
- Drama
- Music
- Food Technology
- Physical Education

Curriculum Overview: Students study all the above subjects and remain in their form groups for everything except sport.

Key Stage 4

We value a broad and balanced curriculum and encourage students to continue to study subjects from all areas. Students will mostly take 9 full iGCSEs / GCSEs.

Students are offered guidance about which options to take through taster lessons and meetings with teachers and parents. An information booklet outlining course content for all courses is provided.

Specifications for iGCSE / GCSE are constantly kept under review both to take into account policy changes at national level and to ensure that we offer courses where there is choice, challenge and relevance in an ever-changing world.