



CURRICULUM POLICY

POLICY STATEMENT

Terra Nova (including EYFS) is a school with a broad and balanced curriculum that is accessible for all students. The curriculum provides experience in the following areas: linguistic; mathematical; scientific; technological; human and social; physical; aesthetic and creative. We also include specific curriculum time for Religious Studies.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning and to develop the skills, attitudes, knowledge and understanding that are necessary for their self-fulfilment and their eventual development into active, responsible and caring members of our community. We aim to make provision for both academic achievement and the spiritual, social, moral, cultural, physical and creative development of our children. Thus, pupils are prepared for the opportunities, responsibilities and experiences of adult life. We believe that intelligence is multifaceted, and children learn in different ways; both the content and delivery of the curriculum must support this. Terra Nova provides an academic curriculum supplemented by a generous provision of time for sport, performing and creative arts, as well as personal, social and health education, and extracurricular activities.

The planning, content and delivery of the curriculum at Terra Nova, as well as the extra-curricular opportunities that we offer, ensures that all pupils make good progress according to their ability.

POLICY AIMS

Through the operation of this policy we aim to:

- ★ Provide a thorough and broad curriculum with a wide variety of learning experiences that engage, excite and challenge our pupils to the best of their ability;
- ★ Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- ★ Enable children to be creative and to develop their own independent thinking;

- ★ Encourage pupils to take an active part in their learning process and develop metacognitive skills;
- ★ Promote Fundamental British values, while recognising, appreciating and valuing the contribution made by all groups in our multicultural society and grow up committed to equal opportunities for all;
- ★ Enable pupils to be positive citizens;
- ★ Enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others;
- ★ Prepare pupils for entrance examinations, and transition to their next schools and for adult life;
- ★ Provide a planned and monitored curriculum which ensures that learning is progressive, skills-based and considers an international dynamic;
- ★ Help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life;
- ★ Provide opportunities for children to experience the Christian faith amongst other faiths, enabling them to build their own values towards life, making responsible and informed choices;
- ★ Develop a growth mindset and metacognitive skills that promote independent discovery and learning;

SCHOOL STRUCTURE

Terra Nova educates children aged 3 to 13. In Early Years (Nursery & Reception) and the lower Junior School (Years 1 and 2) the children are class based with one teacher, or in relation to the Nursery a team of staff, specifically trained for that age group. They have the majority of their lessons with their teacher but a number of subject specialists take them for French, Music and Games and Technology. In the upper Junior School (Years 3 & 4) children are still class based but more of their lessons are taught by subject specialists (French, Music, Computer Science, Games, DT and Art). In the Senior School (Years 5 to 8) all lessons are taught by subject specialists.

The curriculum is broad, comprising: English, Mathematics, Science, French, History, Geography, Religious Studies, Art, Design & Technology, Latin, Computer Science, Music, PSCH EE, PE and Games. Computing is taught both as a discrete subject and through individual academic subjects.

The School is equipped with specialist classrooms for teaching Languages, Art, Design, Computer Science, Science, Music, Performing Arts, Physical Education as well as having its own fully enclosed sports field and astro-turf. The school has a newly developed Makerspace for the promotion of Technology and STEAM links. In addition, the hub is a fully resourced library and learning space. The School also has a Learning Resource Centre for use by children and staff. Individual classrooms are specifically allocated for a subject and will also be the Form Room for a tutor group.

TRACKING PROGRESS

Progress of all students is tracked through a combination of formative and summative methods, following a culture of openness with an emphasis on the independent learner. Please see the Assessment, Recording and Reporting policy for further details.

PLANNING THE CURRICULUM

The school's academic curriculum is not governed by, or restricted to, the National Curriculum. However, it is informed by the National Curriculum and certain areas of planning will make reference to it where appropriate. In the core subjects, all staff are expected to track objective coverage against the National Curriculum using the *Curriculum Coverage Grid*.

This Curriculum Policy is supported by appropriate planning. All staff are expected to appropriately plan for a whole academic year considering where and how units of work will fit. This plan should be flexible to evolve over the year.

Medium Term and Short Term plans. At times, it will be appropriate to prepare individual lesson plans. There are some minor variances between how lesson plans are laid out, as different sections of the school have varying needs.

The plans detailed above provide:

- ★ Full-time, supervised education for pupils, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- ★ Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with statements of special educational needs or with specific learning difficulties or those who are considered to be gifted or talented (please see Inclusion Policy 2019);
- ★ Pupils with the opportunity to acquire skills in speaking and listening, literacy and numeracy;
- ★ A personal, social and health education which reflects the School's aims and ethos
- ★ Pupils with the opportunity to learn and make progress.

Long Term Planning: Yearly Overviews

The Curriculum is translated into plans and practice by syllabuses or frameworks. These are yearly plans written by Departments in the Senior School. These Yearly Overviews plan for a year group and clarify priorities for teaching, assessment and progress for each year group over the course of one academic year.

Junior classes and currently Senior English, Maths, Science and Humanities track long term coverage through the Curriculum Coverage Grid.

Please see Appendix 2 for an example of a Curriculum Coverage Grid.

Medium Term Plans

Teachers may then create termly scheme of work is a more detailed account of topics to be covered and should be presented offering:

- ★ the units and schemes of work to be covered
- ★ the Curriculum Objectives to be covered (these can be tracked on CCGs)
- ★ may include more specific Learning Objectives

Short Term Planning

Teachers are expected to make weekly plans which give teaching intentions on a daily basis. Short term plans should specify the following:

- ★ learning objectives
- ★ pupils' activities
- ★ directions for other adults (if present)
- ★ differentiation for individuals and groups
- ★ assessment opportunities

Short term planning may come from a scheme of work that the subject is following.

SCRUTINY OF PLANNING

The Heads of School and assistant heads are responsible for the scrutiny of planning, linking it directly to pupil progress. All planning will be monitored on a regular basis. This may take place informally at any point during the school year, as and when deemed appropriate.

ROLES AND RESPONSIBILITIES

Teaching Staff

The teaching staff as a whole are responsible for the development of the curriculum, as well as producing appropriate planning as listed above.

Head of EYFS, Head of School and Assistant Heads

- ★ Provide a strategic lead and direction for their subject (s).
- ★ Support and offer advice to colleagues on issues related to their subject;
- ★ Monitor pupil progress within their area and feedback to the Leadership Team as appropriate;

- ★ Work jointly to write, implement and monitor the Recording, Reporting and Assessment policy;
- ★ Provide efficient resource management for their subject;
- ★ Keep up to date with curriculum developments in their subject, at both local and national levels;
- ★ Take an active part in book looks, lessons observations and monitoring of progress as appropriate.
- ★ Ensuring a clear overview of all planning areas across the school

This policy should be read in conjunction with these related policies: Careers, PSHEE, RSE, SMSC, Inclusion.

This policy will be reviewed annually.

Appendix 1

EYFS

Observation, Assessment and Planning Policy Terra Nova School

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children already know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children and the environment they are in. This helps us to understand and consider their current interests, development and learning needs and leads to judgements being made on where to take a child's learning next. All staff who work in the EYFS at Terra Nova are involved in this process.

Staff use the non statutory document, Early Years Outcomes to support children's learning and development, by closely matching what they provide to a child's current needs.

Observation

The staff at Terra Nova observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. All of the information gathered from this practice will help to build a picture of each individual child and is therefore used to help to move them forward to the next stage in their learning journey.

Observations are collected in various formats, including; photographs, children's creations and notes from home, as well as Tapestry observations and mental notes. Wherever possible these are kept in the child's named folder and collectively used to inform future planning and assessment practice. They may also be linked to the age and stage of ability and areas of learning to help staff with their judgements.

Assessment

Assessment, as set out in the Statutory framework for EYFS, plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and plan activities and support.

Here at Terra Nova ongoing assessment is an integral part of the children's learning and development and is used to ensure that future planning reflects the identified needs.

Staff carry out a two year check for all children under three years of age. All staff, in both Nursery and Reception, carry out a baseline assessment of all children on entry. This will inform the planning and act as a benchmark for future assessments to ensure that children are making progress throughout the year.

In the Nursery, Key Workers use a Tracking Tool to record the children's age and stage of development in all seven areas of learning each term. This helps to identify any children at risk of delay or exceeding the age related expectations, as well as providing information to help review the provision and teaching that is in place. The information also feeds into the child's reports which is shared with parents at key points in the year.

In Reception, Teacher's record their judgements termly using the Early Years Outcomes statements. This process involves making a best fit judgement, which acknowledges that there will be many individual variations within an overall typical pattern. It makes it possible to consider the overall progress a child is making, and whether progress is generally in line with what is typical for a child of that age. This recording method helps our Teachers to identify children who are at risk of delay or exceeding in their specific age band whilst also enabling them to look at practice and provision in order to ensure that children get the best experiences for their stage of development in all areas of learning. Once again, this information feeds into the child's report which is shared with parents.

EARLY YEARS FOUNDATION STAGE PROFILE

At the end of the year in which a child turns 5, and using the Early Years Foundation Stage Profile, each child's level of development will be assessed against the Early Learning Goals, using the criteria 'Emerging', 'Expected' or 'Exceeding'. This will give a well rounded picture of a child's knowledge, understanding and abilities. This profile will also be particularly supportive for children with SEN and will form plans for future learning and identify any additional need for support. (See more detail in the Transition section of this policy.)

Year 1 teachers will receive a copy of this profile, together with a short commentary on each child's skills and abilities in relation to the three Characteristics of Effective Learning.

Parents will be kept up to date with their child's progress and development through regular detailed reports and teacher/parent meetings throughout the year. Teacher's will make assessment information available to parents on request. Folders and children's work books can be viewed during parent meetings also.

PLANNING

The planning at Terra Nova is based around the interests of the children. Wherever possible staff will take and develop the ideas of the children and provide resources within the environment to develop these interests. Enhanced provision is added to the continuous provision to respond to the needs of the children at any given time.

Planning is used as a guide for daily, weekly and termly activity and always begin with a planning meeting involving the children, where a plan is drawn up of an overall focus and ideas are taken from the children and developed into an overview which covers the seven areas of learning. From this plan staff will develop weekly and daily planned activities which will run alongside the Child Initiated play. The environment will be continuously monitored and changed to respond to the needs and interests of the children in order to ensure that they are always learning through their play.

Schemes are used for Mathematics and Phonics/Reading in Reception and teachers use these as a guide when teaching these subjects, using their professional judgement alongside them. Concepts from these schemes are introduced into the Nursery when the children are ready.

The Head of EYFS will monitor the planning and provide support to all EYFS staff regarding the Observation, Assessment and Planning practice. Regular meetings will provide a forum for moderation of children's achievements, discussions about the effectiveness of the planning and concerns about particular children.

Appendix 2

Curriculum Coverage Grid Examples

- Science Year 7

B2 - Materials Cycles and Energy		Chemistry		P1 - Energy		
1 Photosynthesis	2 Cellular Respiration	C1 The Particulate Nature of Matter	C2 Atoms, Elements and Compounds	1 Energy Resources	2 Changes in Systems	3 Conservation of Energy
a. the reactants in, and products of, photosynthesis, and a word summary for photosynthesis	a. aerobic respiration involves a reaction in cells between oxygen and food, in which glucose is broken down into CO ₂ and water a word summary equation for aerobic respiration	a. the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure	a. a simple (Dalton) atomic model	a. "fuels and energy resources" including oil, gas, coal, biomass, food, wind, waves and batteries; the distinction between renewable and non-renewable resources	a. energy as a quantity that can be quantified and calculated; (<i>Joules</i>)	a. that the total energy has the same value before and after a change
b. the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere	b. the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration	b. Brownian Motion: diffusion from random motion and collisions between particles. Differences in concentration.	b. chemical symbols and formulae for elements and compounds	b. that the Sun is the ultimate source of most of the Earth's energy resources and to relate this to how coal, oil and gas are formed	b. ways in which energy can be usefully transferred and stored, comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions	b. that although energy is always conserved, it may be dissipated, reducing its availability as a resource
c. the adaptations of leaves for photosynthesis - xylem for water and phloem for food	c./d. the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism	c. changes of state in terms of the particle model and energy changes	c. differences between atoms, elements and compounds	c. that electricity is generated using a variety of energy resources	Model:	Model:
d. the role of root hair cells in increasing SA for water and mineral absorption. The need for C, H ₂ O and N for growth	e. the global significance of photosynthesis and respiration in maintaining the levels of CO ₂ in the atmosphere	Model:	d. Physical properties of of elements: appearance, state at room temperature, thermal and electrical conductivity, malleability, magnetic properties. How to use these to classify them as metals and non-metals	Model:	Investigation:	Investigation:
Model:	Model:	Investigation:	Model:	Investigation:	Energy changes and transfers	

- Maths Year 3

	Number				Geometry & Measures		
	Number and place value	Addition and subtraction	Multiplication and division	Fractions Fractions/Decimals Percentages	Properties of shapes	Position and direction	Measurement
Year 3	recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)	add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Recognise angles as a property of shape or a description of a turn		measure the perimeter of simple 2-D shapes
	compare and order numbers up to 1,000	estimate the answer to a calculation and use inverse operations to check answers	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle		add and subtract amounts of money to give change, using both £ and p in practical contexts
	identify, represent and estimate numbers using different representations	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Understand division as sharing and grouping and use each appropriately	recognise and show, using diagrams, equivalent fractions with small denominators	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
	read and write numbers up to 1,000 in numerals and in words			add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{7} + \frac{5}{7} = \frac{6}{7}$]			estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
	solve number problems and practical problems involving these ideas			compare and order unit fractions, and fractions with the same denominators			know the number of seconds in a minute and the number of days in each month, year and leap year
				solve problems that involve all of the above			compare durations of events [for example, to calculate the time taken by particular events or tasks]