THE ROWANS SCHOOL

CURRICULUM POLICY

This policy is applicable to all pupils, including those in the EYFS. This policy should be read in conjunction with the Early Years Foundation Stage Policy.

1. Rationale

We believe that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging, challenging and academically stimulating. Pupils study a broad and balanced curriculum which is centred on the key skills of literacy and numeracy, within a safe and nurturing environment.

The foundations for future learning are set from Kindergarten, through a balance of adult-directed (structured) and child-initiated activities. As children progress through the school, we focus increasingly on academic skills, aiming to expose them to as many learning and developmental opportunities as possible and to thoroughly prepare them for their respective entrance examinations at 7+.

We take into account the ability of every pupil in order to ensure that each is challenged and their talents fostered in order to build their future education. We also take into account their exposure to, and use of, additional languages to English when planning and teaching. When pupils leave The Rowans School we want to have equipped them with the confidence and independence needed to embrace the challenges of the next stage of their education.

2. Values

The curriculum is the means by which we achieve our objective of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives.

The values on which we base our curriculum are as follows:

- 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 organise our curriculum so that 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 the importance of promoting and respecting fundamental British Values, and recognise the importance of fostering a shared understanding of these.
- 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.

The school is committed to equal treatment for all, regardless of a child's gender, gender reassignment, race, ethnicity, religion and belief, sexual orientation, linguistic background, SEN and disability or cultural background.

3. Aims

- To provide full time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- To provide subject matter that is appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- For pupils with an EHC plan, to provide education which fulfils its requirements;
- For pupils with English as an additional language, to ensure their access to the curriculum as a whole, and provide educational opportunities that enable them to enrich their learning of English;
- To provide personal, social and health education which reflects the school's aims and ethos;
- For pupils below compulsory school age, to provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- For pupils of compulsory school age, to provide the programme of activities which is appropriate to their needs;
- To ensure that all pupils have the opportunity to learn and make progress;
- To provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

The School aims to achieve the above by:

- Enabling pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- Fostering in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- Ensuring well-planned lessons and effective teaching methods, activities and management of class time;
- Showing a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensuring that these are taken into account in the planning of lessons;
- Demonstrating appropriate knowledge and understanding of the subject matter being taught;
- Utilising effectively classroom resources of an adequate quality, quantity and range;
- Utilising a framework to assess pupils; work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Providing a curriculum which is broad, balanced, relevant, purposeful and age and ability appropriate;
- Creating and delivering a curriculum which is dynamic and flexible to changing needs, including those of pupils with a statement;
- Building on pupils' prior experiences, skills, knowledge and understanding;
- Making explicit what is taught and how the intended teaching and learning will take place;
- Striving for our pupils and staff to experience and demonstrate continuous development, both socially and academically;

- Providing stimulating learning environments which will promote the acquisition of the necessary basic skills, including speaking, listening, literacy and numeracy skills;
- Where a pupil has an EHC plan, the class teacher, TA and Learning Enrichment Teacher will work together in conjunction with the Head Teacher, parents and, where appropriate, other agencies to ensure its requirements are fulfilled;
- Providing opportunities for pupils to celebrate success and achievement;
- Employing a range of observation and assessment practices, to gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be tracked and evaluated;
- Identifying individual pupils, groups of pupils and aspects of the curriculum that require particular attention, using the basis of good quality assessment information;
- Developing and implementing teaching and learning strategies that address the needs of pupils and aspects of the curriculum identified above;
- Giving pupils the opportunity to learn and understand basic life skills and take on responsibilities as appropriate;
- Ensuring provision for equal opportunities, cultural diversity and religious education;
- Acknowledging and noting that learning experiences occur 'outside' school and recognising that parents and carers are key partners in recording and informing the school of these (educators and partners);
- Ensuring the pupils' personal, social and health education is given strong emphasis in line with the Schools' aims and ethos.

4. The Quality of Education Provided

4.1 All pupils of compulsory school age attend school full time, unless specific medical reasons state otherwise.

4.2 All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of the adult/child ratios set out in *The Early Years Foundation Stage Statutory Framework November 2024*.

4.3 The curriculum for Foundation Stage pupils is based on the seven areas covered by the Early Learning Goals:

Prime areas:

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development.

Specific areas:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive arts and design.

4.4 The curriculum for Year 1 and 2 pupils in Key Stage 1 is based on (but adapted for our individual setting) the programmes of study in the National Curriculum and the following subjects are generally taught in mixed ability classes by generalist teachers:

- English (including speaking, listening, discrete phonics, literacy and drama)
- Mathematics (numeracy)
- Reasoning (verbal and non-verbal)
- History and Geography (known collectively as 'Topic')
- Science

- PSHEE (including RSE)
- RE
- Computing
- Art and Design Technology

The following are taught by specialist teachers:

- Music
- Physical Education
- Modern Language (French)

4.5 The Curriculum Leader and subject leaders, in consultation with the Head and Deputy Head, ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Class teachers will liaise with teaching assistants and the Learning Enrichment Teacher to adapt the schemes of work, where necessary, to cater to the needs of pupils who have been identified as gifted and talented or those who require learning support including those with an EHC plan. Individual Support Plans (ISPs) are created for pupils who require support in accessing the full curriculum. ISPs are created and reviewed by the class teacher in conjunction with the parents/carers and the Head Teacher. The Subject Leaders and Class Teachers ensure the curriculum caters for the needs of individual children from all ethnic and cultural groups, as well as children who have English as an additional language (EAL), in order to ensure all pupils have the opportunity to learn and make progress. Please refer to the English as an Additional Language Policy for more information.

4.6 The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, thoughtful, confident and considerate members of the community.

4.7 Throughout the school, PSHEE is an integral part of the curriculum. It is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique and unpredictable nature of certain issues means that these will not always be reflected in formal planning.

4.8 The PSHEE curriculum reflects the aims and ethos of the school. The children feel safe and confident to express their views and opinions. Staff strive to build on the children's personal strengths and strengthen their weaknesses. Achievements are celebrated and valued and mistakes are recognised as positive learning opportunities from which to develop. Children are valued as individuals and therefore develop as individuals taking pride in themselves and their community. Parents are valued as partners in their child's education and they are seen as crucial and invaluable members of the school's community.

4.9 In the event of a full or partial closure of school, a series of online learning platforms have been adopted into our ever-evolving curriculum. These have been integrated into our curriculum taught in school, giving children and families a continued understanding and hands-on experience of these platforms to ready them for a period of remote online learning, should this be necessary.

5. Extra-Curricular Activities

Extra-curricular activities take place after school for all pupils from Reception upwards. We offer a wide range of activities to enrich opportunities for learning. All pupils from Reception have the opportunity to learn an instrument and individual instrumental lessons take place during the school day and after school.

6. The School Day

Opportunities for child-initiated play, both indoors and outdoors are integrated into the school day for the EYFS children. All pupils have timetabled playtimes both indoors and outdoors on a daily basis. Outdoor learning is promoted throughout the school and activities are planned weekly for each year group where possible.

7. The Structure of the Curriculum at The Rowans School

The Early Years Foundation Stage curriculum is delivered in Kindergarten and Reception.

The Key Stage 1 curriculum is broadly planned in conjunction with the National Curriculum with consideration given to the requirements of the 7+ London Day School entrance examinations, with a particular emphasis given to English, Mathematics and Reasoning.

Regular meetings between the Curriculum Leader, subject leaders, Head Teacher, Deputy Head and Classroom Teachers enable curriculum coherence and facilitate curriculum change and development.

This policy will be reviewed annually
Policy Owner: Curriculum & Assessment Lead & TR Head
Date of last review: July 2026
Next review: July 2027