



MALDON COURT

PREPARATORY SCHOOL

2

Curriculum Policy

This Policy applies to all pupils at Maldon Court Preparatory School including those in the EYFS

Reviewed September 2023 – Mrs H Bonner
Next review date: September 2024

School Aims

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

Rationale

At Maldon Court Preparatory School, we believe that learning should be a rewarding and an enjoyable experience for everyone. At the heart of everything we do are our pupils and teaching must reflect the importance of helping pupils to achieve, make progress and develop self-confidence and self-belief. We aim to develop the potential that all children possess and develop them to be the best form of themselves. We aim for children to leave us as literate, numerate, individuals that are confident, kind, courteous and respectful. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. An integral part of this is listening to the pupils' voice; at Maldon Court, all pupils are given opportunities to express their views on what makes them better learners, listeners and achievers. We strive to provide an education for life, to extend our children beyond the realms of the National Curriculum specification. The National Curriculum provides our outline of core knowledge around which teachers plan and deliver exciting and stimulating lessons to promote the development of children's knowledge, understanding and skills. Our skilled teaching and support staff deliver an all-encompassing rounded education that ensures all children thrive at our school.

Our children learn the Fundamental British Values through our core values and school ethos which underpins our teaching and the way we develop our children. The SMSC record shows how, through assemblies, tutor time, school trips, a comprehensive PSHEE programme and visiting speakers we promote Fundamental British Values.

The curriculum is organised in order to promote learning and personal growth and development.. It includes not only the 2014 National Curriculum, emphasis on 11+ and scholarship exams and enrichment but also a range of extra-curricular activities which are organised in order to broaden the experience of the pupils. It also includes the 'hidden curriculum', where pupils learn respect and courtesy as a way of life from their role models: teachers and other adults in the school. We teach pupils how to grow into positive,

responsible citizens who can work and co-operate with others while developing their own knowledge and skills. The curriculum is at the heart of developing a culturally inclusive school. An understanding of cultural, linguistic and religious diversity is embedded in the whole school curriculum and developed through teaching and learning. The school promotes cultural diversity through extra-curricular activities, e.g., assemblies, festivals, our library and our lessons. Knowledge is not just a western construct. The curriculum reflects the contribution of different cultures throughout history to our understanding of the modern world. Teaching and learning materials reflect diversity and present positive role models from different cultures.

Values

Our curriculum is underpinned by the school's ethos. It is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to achieve their true potential, make a positive contribution to society and achieve economic wellbeing.

- We understand that all children are unique, and our curriculum promotes respect for the views of each individual child in their spiritual and moral development as well as their intellectual and physical growth.
- We value the importance of everyone in our community and organise our curriculum so that we promote co-operation and understanding. We respect each child in our school and treat them with fairness and honesty. We aim to enable everyone to be successful, and we provide equal opportunities for all regardless of gender, race, ethnicity, religion or sexual orientation.
- We value our environment, and 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 Role of the Subject Leader

The role of the subject co-ordinators is to:

- provide a strategic lead and direction for their subject.
- support and offer advice to colleagues on issues related to their subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for their subject.
- Promote pupil voice within their subject.

The school gives all teachers planning and preparation time each week, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. The planning links to whole-school objectives and compliments the strategic vision of the school. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the curriculum and that progression is planned into schemes of work. The subject leader keeps evidence of children's work, which they use to show the achievements of children at each key stage and to give examples of expectations of attainment.

Effective Teaching

The classroom / school ethos is strong and promotes a happy and enjoyable learning environment.

- Classroom management is clear to the pupils and promotes independent learning.
- The teacher has excellent knowledge.
- There are clear learning objectives.
- Planning is clearly differentiated with tasks matching pupils' abilities. Lessons are planned with clear learning objectives.

Formative and Summative Assessment informs the next step for planning the teaching and learning.

Excellent lessons must contain some of the elements listed below:

- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge and differentiation for all pupils
- Teacher modelling
- Good questioning
- Pace
- Enthusiastic delivery

Teachers establish excellent working relationships with all pupils who are treated fairly with kindness and respect. They are given equal opportunities to take part in class activities. Pupils are praised for their efforts and by doing so, are helped build positive attitudes towards school and learning in general. Teachers follow the school discipline and classroom management policies. Class rules are established at the beginning of each academic year and all pupils are involved in the implementation of the school behaviour and discipline policy.

When planning work for pupils with learning difficulties, we give due regard to information and targets contained in their Individual Education Plans (IEPs).

Pupils on the Gifted, Able and Talented register have planned extension activities in class related to their skills and may be invited to participate in extension clubs.

Effective Teachers

Effective teachers show the following qualities:

They should

- be flexible
- be inspirational
- be co-operative
- be respectful

- be able to self-evaluate
- be excellent communicators
- be risk takers
- have a sense of humour

Teaching assistants are used appropriately throughout the school and are effective in helping pupils achieve and promote their self confidence. They work with individual pupils or small groups as directed by the class teachers.

The school appraisal system encourages teachers to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Teachers are given many opportunities to extend their professional development and will attend courses that are relevant to their professional development.

Styles of Teaching/Effective Learning

We acknowledge that pupils learn in many ways and we recognise the need to develop strategies that allow pupils to learn in ways that best suit their learning style. This is considered when planning teaching and learning. We create an environment where academic risk taking, questioning and debating, critical thinking and the confidence to learn from mistakes are encouraged.

Opportunities include:

- investigation and problem solving
- research
- group work
- paired work
- independent work
- whole class work
- educational visits
- debates, role play and oral presentations
- designing and making
- participating in athletic or physical activity
- classroom displays at different levels, positions and angles

Pupils are encouraged to take responsibility for their own learning, to be involved in reviewing the way they learn, and to reflect on how they learn.

Organisation and planning

The curriculum is planned in three phases. A long-term plan is agreed for each year group which indicates the topics to be taught each term. This is reviewed annually.

Medium-term plans give clear guidance on the objectives and teaching strategies that are used. As the National Curriculum 2014 was adopted as a basis for our teaching, we use the documents as guidance for medium term plans. These are supported by other teaching methods, ideas and schemes as necessary to fulfil our curriculum. The medium-term plans should suggest ideas for differentiation. The medium-term plans will then be used to inform the short-term teaching. We do not expect short term plans to be submitted weekly. As a school, we recognise that for all children to progress well and be thriving, enthused learners a teacher will be planning their lessons well to meet the needs and abilities of every individual child in their class. We ensure that the curriculum challenges all children to an appropriate degree that they can progress well. Progress is monitored closely by the class teachers, Subject Leaders and the Head/ Deputy Head Teacher.

The Early Years Foundation Stage

Nursery, Pre-Reception and Reception adhere to the seven areas of Learning and Development using the national guidance for the EYFS (Early Years Foundation Stage). The three prime areas that are vital for developing children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive are:

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

The prime areas further support and strengthen the four specific areas of learning which are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

In planning and supporting children's activities, we plan to incorporate the characteristics of learning:

- Playing and Exploring – Children investigate and experience things and 'have a go'
- Active Learning – Children concentrate and keep on trying if they encounter difficulties and they enjoy achievements.
- Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas and develop strategies.

We observe the characteristics of effective learning through child-initiated activities. These are displayed in each EYFS classroom.

Our school fully supports the principle that young children learn through play and a mix of adult-led and child-initiated activities. Play is essential for children's development, building their confidence, supporting problem solving and relationships with others.

A baseline assessment to record the skills of each pupil takes place in the first half term. This assessment forms an important part of future curriculum planning for every pupil.

Throughout the EYFS, we carry out statutory assessments such as the 2-year progress check and EYFS profile.

Children need the support of parents and teachers to make excellent progress in school therefore we build positive links with the parents of every child. This is implemented through communication in home/school books, Tapestry, weekly newsletters, 'open door' informal meetings, curriculum meetings, parents' evenings and school reports.

Please refer to our EYFS Policy and overview for further information.

CURRICULUM SUBJECTS

English

The English Policy reflects the values and philosophy of Maldon Court Preparatory School in relation to the teaching and learning of English. It sets out the framework within which all staff work and gives guidance on planning, teaching and assessment. The staff use a variety of resources, both online and approved schemes to enhance and resource their teaching.

The study of English develops pupils' abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. Pupils develop their speaking and listening skills through various opportunities including: pupil presentations in assemblies, English Speaking Board Exams, after school drama club, standing for election to represent the school committees, taking part in school productions, school choir and various school events, in the younger years children have Show and Tell giving them time to talk in front of the class and also the introduction of Genius Projects throughout KS2 where the children present their projects to the class.

The study of English also enables pupils to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts.

Pupils gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding confidently in speaking and writing across a range of genres. Comprehension, spelling and grammar are taught on a weekly basis. They are also prepared for the 11+ and Senior School entrance exams.

In the Foundation Stage the children develop their language for communication and thinking by being encouraged to interact with others in a variety of contexts, negotiating plans and activities and taking turns in conversation. We start the foundations of the Maldon Court style of cursive handwriting and children begin to use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. The children work through a systematic phonic programme at their own level enabling them to use their phonic knowledge to read simple regular words and attempt more complex words.

In Reception, Form 1 and Form 2, Phonics and reading is taught through the Little Wandle Letters and Sounds learning route.

We promote a love of reading through the school with an increasing selection of books within the Library, weekly sessions in the Library so that children can enjoy reading for pleasure, the Book Nook which is a lovely and calm place for children to take a book to read. This year to promote a love of reading is part of our whole school appraisal objective and a focus for all staff.

Mathematics

In Reception, Mathematics is taught through the White Rose scheme of learning which involves practical activities involving problem-solving and reasoning. In Forms 1 to 6 it is taught following National Curriculum objectives and the White Rose block teaching methodology, which allows for the children to have time to build confidence in an area and learn fluency, reasoning and mastery approaches. Children are extended to a level that suits them and achieve their full potential. Throughout KS2 a mixed age syllabus is followed giving children taking the 11+ and entrance exams the opportunity to complete the syllabus at the end of Form 5 (necessary for those exams which take place in the Autumn term of Form 6). This is done through careful consideration by the teacher. Teachers use a range of resources to ensure all can achieve the best they can. Maths is taught in a variety of ways including whole class activities, group, paired and individual work, as well as the use of interactive whiteboards, all of which inspire the visual, auditory and kinaesthetic learner.

The RM maths Programme is used as a tool to support children in KS1 and KS2 as deemed necessary by the class teacher/ SENCO. This programme allows pupils to develop their mental maths skills and identifies any areas which need focus. All children from Form 3-6 use TT Rockstars. This programme has enthused our learners to improve their quick recall of multiplication and division facts. We also have access to Discovery Espresso which is a great teaching and resource tool.

Mathematics is taught in the Foundation Stage as an integral part of the school's work. Problem Solving, Reasoning and Numeracy are one of the areas of learning for the Foundation Stage. The children are encouraged to develop their mathematical understanding through stories, songs, games and imaginative play.

In Key Stage 1, pupils receive 5 lessons a week which focus on the fundamental aspects of Mathematics providing children with a sound understanding of using and applying mathematics.

Pupils in Key Stage 2 are taught by their class teacher in differentiated groups, building on the skills learnt in Key Stage 1. They continue to develop their investigation and problem solving skills and begin to work more independently. Pupils are encouraged to question their understanding and further develop their inquisitive path to learning.

Pupils in Forms 5 & 6 are also prepared for the 11+ and Common Entrance exams.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it engages the different learning styles of pupils. Scientific method is about developing and evaluating explanations through experimental evidence and modeling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its world-wide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. In Foundation Stage, pupils experience Science through the area, Understanding the World. The children investigate places, objects and materials and living things by using all their senses as appropriate. They identify some features and talk about features they like and dislike. They are encouraged to ask questions about why things happen and how they work. They look closely at similarities, differences, pattern and change.

In KSI, pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT as appropriate.

In KS2, pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health and wellbeing. They are given opportunities to think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others and use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

As the pupils progress through the school, we develop their skills through the process of enquiry through observation, forming predictions/ hypotheses, carrying out experiments and recording/ analysing/ evaluating findings.

Computing

Computing is concerned with the storage, processing, presentation and communication of information by electronic means. This includes the measurement, modelling and control of external events. ICT continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace.

As Computing underpins today's modern lifestyle, it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend pupils' learning across the whole curriculum whilst developing motivation and social skills. We follow I compute across the school. E Safety is of paramount importance and is taught as an integral part of the PSHE syllabus as well as in ICT lessons. All of our systems have a robust filtering and monitoring system in place.

In the Foundation Stage, pupils experience Computing through a range of experiences. The children identify the uses of everyday technology and use information technology and programmable toys to support their learning.

Maldon Court actively promotes the online safety of our school community (see e- safety policy) It is our duty to ensure that children in our care are safe; the same principals apply to the digital world as to the real world. A Digital approach provides unrivalled opportunities for enhanced learning but also poses greater and more subtle risks to young people. As part of our PSHEE teaching, our children are taught, in an age-appropriate manner, how to stay safe in the online environment and how to mitigate risks including but not limited to identity theft, bullying, harassment, grooming, stalking, abuse and radicalisation.

History

History teaching should stimulate pupils' interest and understanding about the life of people who lived in the past so that they develop a sense of life patterns through chronology: an understanding of how events in the past have influenced our lives today. Through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue their point of view.

History is taught in the Foundation Stage through the area, Understanding the World. They find out about the past and present, themselves and special celebrations.

In Key Stage I, History is taught both as a discrete subject and cross curricular.

In Key Stage 2, there is an increasing emphasis on independent historical study.

Class	Topic
Form 1	Toys Past and Present, Intrepid Explorers, Castles
Form 2	Guy Fawkes and the Gunpowder Plot Florence nightingale What were seaside holidays like in the past?
Form 3	Stone Age to Iron Age, Invaders and Settlers: Romans, Early Civilisations
Form 4	Anglo-Saxons, Picts and Scots, The Indus Valley, The Maya
Form 5	World War II, Ancient Greece, Vikings
Form 6	Victorians, Ancient Egypt and Crime and Punishment

Educational visits are an important aspect of the subject and classes are encouraged to incorporate these into the History curriculum.

Geography

Geography teaches an understanding of places and environments. Through their work in geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures and how nations rely on each other. Geography teaching also motivates children to find out about the physical world and is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development.

Teaching of Geography throughout the school encompasses different learning styles and groupings. Pupils are challenged to think out ideas, to question and to analyse. The introduction of one term a year being devoted to a thematic curriculum has enabled the teaching and learning of geography to encompass cross curricular approach to the subject. Pupils decide what they want to learn and they share their knowledge before embarking on their learning journey.

In the Foundation Stage, pupils experience Geography through the area, Understanding the World. They read stories from around the world and learn songs from different cultures. They find out about their environment and talk about the features they like and dislike. They observe, find out about and identify features in the place they live and the natural world. In KS1 Geography is taught as discrete lessons and in KS2 also. There is an increasing emphasis on independent research at KS2. Please see topics below.

Class	Topic
Reception	Autumn and Harvest, Water, Minibeasts and Animals
Form 1	Where do I live, Lets go to the Arctic, Around the World
Form 2	My world and me, Let's go on Safari, At the farm
Form 3	Rainforests, Countries of the World, Extreme Earth
Form 4	The UK and European Neighbours, Village Settlers, Volcanoes
Form 5	UK and Europe, South America, Rivers
Form 6	Extreme Earth, North America, Our Local Area

RE

Religious Education is taught as a discrete subject throughout the school and is cross curricular in many subjects especially PSHEE enabling pupils to understand diversity and learn about the different religions that make up the multi-cultural world in which they live. An important part of the RE curriculum is the involvement of parents and visitors from different faiths who come into school to share their beliefs and traditions. Pupils are encouraged to question and explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions.

It is important that the different faiths of pupils in the school are incorporated into the RE syllabus, therefore this is updated as and when new pupils start in the school.

RE is taught in the Foundation Stage through the areas, Understanding the World. Pupils are taught the meaning of festivals and participate in all celebrations. They begin to gain an awareness of their own culture and beliefs and those of other people.

In Key Stage 1, pupils look at belonging to different faiths (according to the faiths in the class). Christianity, Judaism and Places of Worship are the other main topics covered.

In Key Stage 2, pupils are involved more in questioning moral and religious issues. They are encouraged to suggest answers from their own experiences and understandings and listen to and question the views of others.

PSHE and RSE

Personal, Social, and Health Education and Relationships, Sex and Health Education is central to the education and entitlement of all the pupils. It is an integral part of many aspects of the curriculum, and as a cross-curricular subject, it affects all areas of life in the school. It is embedded within the teaching of the whole curriculum.

Our programme of learning encourages respect for other people with particular regard to the protected characteristics under the Equality Act 2010. We promote respect, courtesy and kindness through our core values as well as the Fundamental British Values. The teaching areas of our curriculum helps lead the children to discuss, evaluate and develop into individuals that demonstrate the values and ethos of our school. The course is delivered to all pupils through discrete PSHE lessons each week. Elements of the programme may also be supported through the involvement of additional expertise such as outside speakers.

(Please see PSHE policy for the main areas of our teaching).

We also teach PSHE across the curriculum for example, Health through Biology and PE, Puberty and Reproduction through Biology, Citizenship through History, Geography and RE and social issues in English, History and Geography.

PSHE helps give pupils the knowledge skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Pupils are made aware of the fundamental British Values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs essential for their active participation in all aspects of life in this country.

PHSE is taught in the Foundation Stage and develops the children's personal, social and emotional development. The children gain an understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously. They are encouraged to consider the consequences of their words and actions for themselves and others. We aim for them to be confident to try new activities, initiate ideas and speak in a familiar group.

PE

Physical Education develops pupils' physical confidence and their ability to perform in a wide range of activities. It promotes skill, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes and abilities, and make choices on how to get involved in lifelong physical activities.

In the Foundation Stage and Key Stage I, the PE syllabus takes place on site – either in the hall or on the playgrounds. Timetables are organised so that P.E. can still go ahead if it rains: the hall is free during these times with all classes being taught by the PE Specialist who ensures that every pupil is confident in their achievements in the various activities. This develops their confidence and belief in their abilities.

In Key Stage 2, the subject is again taught by a specialist teacher. In the Autumn and Spring terms, cross country, rugby and hockey are off site with netball and hockey skills on the school grounds or school hall in all weathers. In the Summer term, athletics, rounders and cricket are off site. Swimming takes place throughout the year at Witham Leisure Centre.

We enter many local competitions with great success and all children are given the opportunity to represent the school in a wide range of sporting activities including rugby, cricket, athletics, cross country, netball and swimming.

Art

In Art, as with every subject, the priority is to develop the ability of every pupil, to extend their knowledge and to bring out their full potential. Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and different ways of understanding and responding to the world around them. Throughout the school, pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. They are given the opportunity not only to express themselves through art, but also to appreciate and value their rich cultural heritage and the art of other cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enrich all our lives.

In Foundation Stage, pupils experience Art through the area, Expressive Art and Design. They explore colour, texture, shape, form and space in two and three dimensions.

Music

Music is a powerful form of communication that can affect the way pupils feel think and act. This contributes to learning across the whole curriculum. Music lessons promote spiritual development, by helping pupils to use music to express their own thoughts and feelings. Pupils are encouraged to exercise responsibility in the choices and decisions they and others make, thereby promoting moral development. They are encouraged to value their own and others' work, recognising the effect of music in propaganda and advertising, as well as its misuse.

Social development is promoted through helping pupils share music making and develop a sense of teamwork, recognising the value of different contributions and their own responsibility to support and enrich the work of others.

Music lessons promote cultural development through helping pupils recognise how music can influence and reflect the way that people think and feel, relating to the time and place in which it was created and performed. This is achieved through analysing, evaluating and reflecting on music from contrasting traditions, cultures and eras, and identifying how and why some aspects change or stay the same.

Curriculum music is taught to all classes by a music specialist. All children learn the recorder and there is also a thriving choir, which pupils are encouraged to join.

In Foundation Stage, pupils experience Music through the area, Expressive Art and Design. They explore sound, rhythm, tone and explore a variety of instruments. They enjoy a weekly Music and Movement lesson.

DT

Design and Technology is an exciting subject which allows pupils to make sense of processes and mechanisms in their environment through firsthand experience and exploration. Children

have an innate sense of curiosity as to how and why things work and this is harnessed, extended and developed by offering the children opportunities to apply and learn further skills.

Design and Technology contributes to the development of creative skills through planning, designing, making and evaluating. Children can gain satisfaction from using resources to design and create a product that meets a perceived need. It also provides opportunities to explore and develop an understanding of uses for different products and their manufacture.

Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do. Design and Technology should stimulate an interest in design which helps children to understand the importance of how people have used it throughout history to make products which met their needs and contributed to progress.

In Foundation Stage, pupils experience DT through the areas Expressive Art and Design and Understand the World. They learn to use simple tools and techniques competently and appropriately.

Modern Foreign Languages

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We have implemented a scheme of work for MFL which is progressive throughout the school from pre reception.

MFL is taught as discrete lessons from Form 1. The MFL curriculum is based on the National Curriculum requirements but following the suggested topics and progression of. Skills in speaking, reading and writing are developed through a multisensory approach such as rhymes, songs, stories and repetition. The children are provided with a range of opportunities to progress through their time at Maldon Court. We teach one language as we feel that the children can make better progress in one language. This Year we have decided to move to teaching Spanish but will move over in a staggered approach (detailed below)

French and Spanish is taught using the Language Angels Programme. In Reception and Key Stage 1, the pupils complete projects on various countries. In Forms 3 and 4 the pupils learn Spanish and in Form 5 and 6 the pupils continue to learn French. We are moving over to all of Key Stage 2 Learning Spanish by 2024.

Children with Learning Difficulties and/or Disabilities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has learning difficulties our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (see SEN policy) in providing for children with special needs. If a child displays signs of having learning difficulties, his/her teacher assesses this need and highlights this to the SENCO. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, he/she will be placed on the SEN register. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Any concern will be communicated and discussed with the Parents. The schoolteacher and SENCO will meet with the parents of a child causing concern to communicate the concern and plan to advance collaboratively.

We also have a Gifted Able and Talented register. Children identified for this register will be advanced through a range of methods. Including but not limited to differentiation in class, Gifted Able and Talented Clubs and communication with parents. In some cases, children will be given small group lessons out of class to further their development.

Monitoring and Review

The Deputy Headteacher determines, supports, monitors and reviews the school policies on teaching and learning.

She:

- Supports staff by allocating resources effectively
- Ensures that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Monitors how effective teaching and learning strategies are in terms of raising pupil attainment.

The Deputy Headteacher is responsible for monitoring the way the school curriculum is implemented. She reviews each subject area in the cycle of review and development.

The Deputy Headteacher is responsible for the day to day organisation of the curriculum. The Deputy Headteacher monitors the Long and Medium term plans and highlights any areas of concern to the Headteacher.

All subject leaders observe their peers teaching their subject once a year. The observation date and focus are negotiated between the observer and the teacher.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject co-ordinators have responsibility for monitoring the way in which resources are stored and managed.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes in the physical environment of the school.

This policy will be reviewed annually in order to ensure that the policy is contributing to pupil progress throughout the school.

Updated by Mrs Hannah Bonner September 2023