SHERBORNE QATAR

Curriculum Policy

Last Updated September 2022

Next review September 2023

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Contents

Introduction

At Sherborne Qatar Prep and Schools, following comprehensively the guidance set out by the National Curriculum (2014) we aim to embed and cultivate a curriculum that is Real, Immersive, Purposeful and Progressive (RIPP).

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners. A positive Growth Mindset is taught and regularly enforced; effort is praised more than ability;
- To enable children to understand the skills and attributes needed to be a successful learner, including learning dispositions such as asking questions and taking risks and enabling children to develop their intellect including their emotional development;
- To enable children to develop their own personal interest by starting Enquiries with eliciting children's prior knowledge and aiming to answer their lines of curiosity on the subject (Wonder Wall);
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the age-related skills to ensure they could comfortably migrate to another British Curriculum school;
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy lifestyle and take responsibility for their own health;
- To teach children about their developing world, including how their environment and society have changed over time, including Qatar History;
- To enable children to be positive citizens in society and to feel that they can make difference;
- To enable children to understand and respect other cultures;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self – esteem, and to be able to live and work co- operatively with others;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to develop *Learning Dispositions* which will assist their learning

Organisation and Planning

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. At Sherborne Qatar Preparatory and Junior Schools we teach the complete United Kingdom National Curriculum (2014). The only exceptions we make are to ensure we are sensitive to the culture of Qatar.

The school continuously aims to develop and enhance the curriculum offered to pupils. In the Summer Term of 2021, the Senior Leadership Team, Form Teachers and Specialists worked collaboratively to review this provision. The curriculum offered as of September 2021 includes innovative opportunities that are built on the school's core values and learning dispositions.

The Early Years Foundation Stage (EYFS)

The children in the EYFS stage are taught through play based, discovery learning where the focus is on stimulating learning environments and high-quality teacher to pupil interactions and observations.

The areas of learning are:

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematics;
- understanding the world;
- expressive arts and design;

Children will be assessed against these areas of learning regularly using Tapestry.

Full details can be found in the EYFS Policy.

English

This section describes our approach to teaching English and should be read in conjunction with the 2014 National Curriculum.

Spoken Language

Developing strong speaking and listening skills is fundamental to the teaching of English at Sherborne Qatar Prep and Junior Schools. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oral skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. To do this, teachers provide authentic contexts, giving children opportunities to use a range of spoken language. Teachers provide a range of purposeful opportunities through role play, drama, assemblies, productions, discussions and debates. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10)
Teachers must ensure that children:

- Justify ideas with reasons;
- Ask questions to check understanding;
- Develop vocabulary and build knowledge;
- Negotiate;
- Evaluate and build on the ideas of others;
- Select the appropriate register for effective communication;
- Give well-structured descriptions and explanations;
- Speculate, hypothesise and explore ideas;

Writing

In EYFS and KS1 the Talk for Write (TfW) approach to writing structures our writing curriculum. Teachers plan to take children through the three stages of TfW: Imitate, Innovate and Independently Create. KS2 writing incorporates TfW and is focused around the National Curriculum skills.

We aim to develop children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target the specific needs of both groups and individuals, whilst children regularly have opportunities to write at length in extended independent writing sessions for a range of purposes across the curriculum. The children are given frequent opportunities in school to write in different contexts using quality texts as a model (TfW). There are many opportunities for children to improve their writing, inspired by drama

techniques and film clips. They may be asked to produce their writing on their own or as part of group.

Across the school, all writing should be in the context of the current enquiry to ensure children have the necessary immersion in a subject to write confidently. For instance, if a Year 3 children is studying the Ancient Egyptians by answering the enquiry question: *"What treasures did the Egyptians leave us?"* all the writing opportunities will be in the context of the Egyptians.

Expectation of all teachers:

- Planning covers all English objectives throughout the year and this will be tracked using Classroom Monitor;
- A4 English books are used for writing in literacy and writing is also evident in enquiry lessons;
- Additional writing books progress with the children through each year group. Six pieces of writing a year are added and short marked which are then assessed through the Allison Phillipson grids;
- A high level of presentation is expected across all subjects. Full date and LO both underlined. No tipex for those who have a pen licence. Cross out mistake with a single line through the word;
- Guided group work is planned for and delivered;
- Enquiry based teaching offers children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes;
- Writing is edited at the end of every shared and hot task and may be published in books once every term;
- Learning Objectives and Success Criteria are displayed in all lessons and are evident in books. (Success criteria template for all extended pieces of writing);
- Marking is directly linked to the Learning Intention and Success Criteria in all lessons. See feedback and Marking policy;
- Success criteria are generated prior to the lesson (detailed on lesson planning) and with the children;
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work;
- Long term Plans are used to create a termly medium term plan;

Weekly overviews are based on medium term planning and success criteria based on the most recent assessments. Similarly, The National Curriculum (2014) sets out clear elements of **grammar and punctuation** for teaching in each year group. These should be taught in the context of the current enquiry in writing lessons.

Spelling

The National Curriculum (2014) sets out clear expectations on the words and spelling rules that should be taught in each year group. Spelling lessons are timetabled to expose the children to these expectations.

A good spelling programme gradually builds pupils' spelling vocabulary by introducing patterns or conventions and continually practising those already introduced. Experience has confirmed that short, lively, focused sessions are more enjoyable and effective than an occasional skills session.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting. At Sherborne Qatar Prep, we use the *Spelling Shed* scheme that fit with the National Curriculum 2014. Children are taught spelling discreetly during a 30-minute spelling lesson in Years 2 – 6. These spellings are also incorporated into other lessons.

Spelling lists are also sent home (via Spelling Shed program) to give children a chance to practise some of the high frequency words and words from the Year 3 and 4, or 5 and 6 Word Lists. In classrooms, resources are used to support children with their spelling, ensuring that they maintain accurate and correct spellings in all written work.
Spelling errors are addressed in independent writing across all subjects (up to 3 errors to write out 3 times).

Handwriting

We use the *Penpals* Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style.

At Sherborne we use a joined cursive script from Year 2. It is expected that all members of staff, class teachers and teaching assistants model the school handwriting style i.e. when writing on the board or in children's books. By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style.

Reading

In KS1 and Reception, *Read Write Inc*. is implemented in homogeneous groups and taught every day to ensure all set 1-3 sounds are mastered with the aim of fluent reading by the end of KS1. In Years 1 – 6, guided reading is taught every day with a focus on teaching the National Curriculum's Content Domains (CDs). Children are expected to read regularly at home and record this in their pupil planner for teachers to monitor and sign. Ideally, phonics teaching ends in Year 2. Close monitoring and assessment will inform interventions, highlighting gaps early on ensuring children make accelerated progress. Year 3 intervention spelling will continue with the *Read Write Inc* phonics programme.

When choosing texts, we look for a balance of fiction, nonfiction and poetry. Reading is one of the most important ways in which children observe and absorb the best language skills. So, while components such as grammar and vocabulary are important in the new curriculum, they will be taught in a contextualised way, through the enjoyment of shared reading.

Units of work (writing / TfW) will include rich texts which will be evidenced on planning. Shared reading will take place using a class text (spine book) and guided reading takes place on 4 out of 5 days (4 x 30min) in every classroom. Every classroom has a reading area that is inviting and may be themed according to the cross curricular topic.
Guided reading is focused on covering the Assessment Foci that stem from the National Curriculum 2014 and the Content Domains. Guided reading is taught whole class from Year 2 to Year 6.

Reading assessments are conducted termly and children are tracked through the colour band scheme. Annual *Reading Age* assessments also support children's progress through the banded scheme.

Children:

- Are motivated to read a variety of genres for a range of purposes;
- Have access to a range of stimulating books;
- Enjoy reading at their level Talk about reading and reading material;
- Use a range of comprehension strategies to engage with text.

Teachers:

- Offer a range of reading opportunities;
- Encourage independence;
- Aim to read to children daily;
- Teach the full range of reading strategies;
- Understand the progression of skills in reading development;
- Plan for whole class and group reading;
- Monitor independent reading;
- Promote reading for enjoyment and as a life skill;
- Use reading in other subjects to consolidate skills;

- Maintain home/school links.

Learning Environment

Our classrooms and displays are used as learning tools. Using the learning environment all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working.

Time Allocations for English

- English to be taught every day for 45mins - 1 hour;
- Guided reading four times per week for 30 minutes;
- Handwriting taught sessions once a week approximately 30 minutes;
- Handwriting practice within phonics/spelling teaching;
- Extended writing taught across the curriculum;
- Punctuation and grammar should be embedded in all English teaching and should be evident within planning;
- Spelling focus lessons once a week for around 30 minutes and/or through SPAG warmers and RWI phonics lessons;
- Phonics interventions or whole class focus daily 15-20 mins in KS1 (included in daily hour).

Maths

Maths is taught every day as a discrete subject. Maths follows the White Rose long term plan guidance on topics taught at different stages in the year. The Mastery approach ensures that the pace of teaching is dictated by the pace of learning. Those who have grasped a skill are challenged to apply their understanding in greater depth whilst others get more focused teacher time. All concepts are introduced through the CPA (concrete, pictorial and abstract) model to ensure concepts are tangible for children.

Why Do We Teach Maths?

Mathematics teaches children how to make sense of the world around them by developing the necessary skills to calculate, reason, communicate and problem solve using mathematical language equipping them to apply this knowledge in a whole host of situations. Children should also be taught to understand and the appreciate relationships and pattern in both number and

space in their everyday lives including through art and nature. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics that we use today.

Our Aims and Objectives

- To promote enjoyment and enthusiasm for learning through practical activity, exploration, investigations and discussion;
- To promote confidence and competence with numbers and the number system;
- To develop a range of computational skills and the understanding behind these methods;
- To encourage a curiosity and fascination in mathematical concepts;
- To develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- To develop a practical understanding of the ways in which information is gathered and presented;
- To explore features of shape and space, develop measuring skills in a range of contexts;
- To understand the importance of mathematics in everyday life;
- To have high expectations of each pupil in terms of their mathematical ability;
- To support and meet the individual needs of each child;
- To meet the requirements of the Foundation Stage Curriculum guidelines and the 2014 National Curriculum guidelines for KS1 and KS2.

How We Teach and Our Children Learn

We use a variety of teaching and learning styles in mathematics lessons. These take into consideration the different learning styles of the children and use the *White Rose Maths* (WRM) approach. Children should be offered a wide range of materials to support their learning and reinforce concepts including; physical objects such as Base 10 and cubes, Numicon, number fans, place value cards, number lines, hundred squares, white boards, coins and other physical objects to aid learning. A Concrete, Pictorial, Abstract (CPA) approach is used throughout the school. Children should be encouraged to communicate their reasoning in a range of settings e.g. whole class, group work or with a partner. Children will be challenged to a variety of mathematical concepts; from the quick-fire rapid recall of mental facts specific to their year group to multi-step word problems, calculations or investigations and carefully crafted questions using Blooms Taxonomy. Where possible teachers and children should use technology to model and reinforce concepts that have been taught, including starters, main lessons and plenaries.

Sherborne also has a Calculation Policy, which enables teachers to follow guidelines when teaching progression and topics in Maths. However, it must be understood that methods of finding answers vary and this must be accounted for with such a diverse student cohort.

Mastery

In keeping with the National Curriculum 2014, children are encouraged to master topics in Maths, including number, fractions, shape, measurements etc. Mastery is taught via probing questioning and by using White Rose mastery documents, as well as National Centre for Excellence in the Teaching of Mathematics (NCETM) ideas, Third Space Learning, Deeper Understanding and NRICH – documents for each can be found on the shared drive for teachers.

Maths Curriculum Planning

In planning Maths, the National Curriculum 2014 Maths Framework is used in Years 1 – 6. Teachers predominantly use White Rose Maths resources to make sure all lessons are matched to the appropriate learning objective. WRM end of block assessments are used at the end of each topic and the summative WRM assessments are completed three times a year during whole school assessment week.

Our planning of Maths provides a framework for the long, medium and weekly term planning, which provides a balance and distribution of topics throughout the year. The WRM LTPs are used as a recommended guide however they are adapted depending on term length and cohort needs. It is the responsibility of the class teacher to adapt the weekly plans accordingly to ensure the needs of the children in their group are met. Many teachers complement this scheme of work with additional material and other ICT tools whilst keeping within the long term and medium term plan.

Class teachers may discuss their planning with the subject leader on an informal basis.
In addition to problem solving within the class, the subject leaders provide opportunities for whole school investigations with supplied planning objectives.

The Foundation Stage

The Reception teachers incorporate WRM as a method of outlining the long term planning structure for teaching Mathematics, which tie into the learning objectives of the Early Year Goals in Mathematics, namely Numbers, Shape and Space and Measure. Each area has statements which the children are asked to demonstrate, with a level of independence in Mathematics activities and games within the classroom. Maths is incorporated into the continuous provision within the class, used within the children's play and regular opportunities are found for incidental learning.

The Contribution of Mathematics to Teaching in Other Curriculum Areas

- English: speaking and listening; communicating methods and strategies; reading word problems;
- PSHE: to have the necessary skills to tackle logic and reasoning problems; to learn a methodical approach, patience and resilience;

- Science: data collection, interpretation, associated calculations e.g. using forces;
- Geography: analysing data (e.g. comparing temperature, populations, heights of mountains, area of land mass etc.);
- History: Calculating lengths of eras and periods in history; developing a sense of time;
- Art/Design: recognising symmetry in art and nature (The Golden Ratio); appropriate calculations for design a model; understanding scale and ratio.

Mathematics and Computing

Various technology is used to:

- Demonstrate concepts more fully;
- To provide a fun opportunity for pupils to engage;
- To appeal to different learning styles;
- To enable pupil participation;
- Record findings;
- Produce data by way of charts and graphs;
- Typical ICT used is TTRS, Kahoot, Education City and Top Marks.

Inclusion

We teach mathematics to all children, whatever their ability or individual needs; we provide learning opportunities that enable all pupils to make good progress and gain fulfilment. If a child's progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more. Records of children who fall outside of the expected range are held by the Head of Intervention. *Quality First Teaching* captures most of the class needs with Wave 2 being activated when needs are recognised. Children identified as requiring additional support are moved onto Wave 3 support which includes one-one sessions with a designated adult.

A Maths enrichment club is available, which includes children from Years 1 to 6. This club runs differentiated investigations based on the same theme. This club is via invitation and runs as an Enrichment activity after school.

Parent Workshops

Each parent is invited to yearly parent workshops, which demonstrate how their child is taught, the resources used, methods explained and the best way to support children to home. These sessions are facilitated by the Head of Maths but run by the Head of Key Stage. Parents also have access to WRM videos to explain different concepts taught in each year group.

Assessment, Record Keeping and Target Setting

Children in EYFS are assessed based against the statements held within the Early Year Goals in Mathematics. Whilst there is no formal assessment for children, they are observed by the teacher and photographic evidence is collected (and stored on the Tapestry, which can also be accessed by parents). As a general rule the teacher aims to observe a child independently demonstrating 'statement' skills three times before declaring the child 'secure'.

In Year 1 – 6, end of block assessments are used as an informal summative assessment throughout the term. *Times Table Rock Stars* are used to obtain a baseline for times table ability and assessed through the regular application at home and school. Formal tests (White Rose Maths) are administered termly from Years 1 to 6 in Autumn, Spring and Summer and are used to support teacher assessment. All formal test scores and termly teacher assessment scores, for years 1 to 6 are also held on the Classroommonitor.co.uk for each Year group, which allows teachers and SLT to monitor and assess the development in Mathematics on a per child, per class and per year group basis.

As of Summer 2022, pupils in Year 4 will be completing the Multiplication Tables Check.

Teacher assessment is also used throughout the year to determine age related expectations and are reported to parents (both formal assessments and teacher's assessment are highlighted, and the reasons for any differences). This information is added to the learning grids in the front of Maths Books. One tick means a child has achieved the LO once, two ticks twice and then highlighted in pink (per marking policy) to indicate they have fully met the target. Class teachers should use these assessments to inform future planning and target setting and are then filed for reference.

Resources

In Pre School each class has a wide range of class resources, including Numicon, number lines, multi-link bricks, number fans, 100 squares, counting bears, rulers, counting sticks and access to Primary Resources Games on their IWB. The aim is to make Mathematics in Pre School as kinaesthetic as possible. As year groups we also share equipment, including coins, balance scales, 2D and 3D shapes, timers, dice and number games.

Each class has hundred squares, Numicon, number lines, a supply of physical equipment as appropriate, white boards, number fans. Other shared equipment is kept in trays and trolleys in areas accessible to all teachers.

All classrooms have a checklist of what they should have available for children to access. In KS1, resource baskets are used in every lesson. In KS2, an independent Maths area is accessible for the children to select what they require. In terms of ICT, each year group has access to iPads and laptops which enable a Maths class to have access to these 1 or 2 times a week.

Health and Safety

When conducting any practical mathematical activity which falls outside of the usual precautions taking during in-class teaching, teachers should make their students aware of any potential hazards.

Extra-Curricular Activities

There are currently ad hoc opportunities for children to develop problem solving skills through extra-curricular activities. There are also House events that include TTRS competitions and STEM days.

Monitoring and Review

The co-ordination and planning of the mathematics curriculum is the responsibility of the Head of Department. Reports (verbal/written) are emailed/discussed with both the Head and Deputy to highlight good practices in Maths and areas of focus for the Head of Maths, as well as reviewing the Action Plan on a regular basis.

The **Calculation Policy** can be found as a separate document.

Computing

Why do we teach computing?

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, virtual reality devices and digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Sherborne Qatar Prep, we recognise that children are entitled to quality hardware and software and that a structured and progressive approach to learning is required to equip our pupils to with the skills necessary for them to be able to engage effectively with this technology.

Aims

The school's aims are to:

- Meet the requirements of the National Curriculum programme of study for computing
- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils
- Use ICT and computing as a tool to enhance learning throughout the curriculum
- To respond to new developments in technology
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life
- To develop the understanding of how to use ICT and computing safely and responsibly

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology

Objectives

Early Years Foundation Stage

It is important in the Foundation Stage to give children a broad, play-based experience of computing in a range of contexts; including outdoor play. Computing is not just about computers. Early years learning environments should feature computing scenarios based on experience in the real world; such as role play. In EYFS, our pupils will begin to build their understanding of and ability to use digital devices, such as iPads and remote-control cars, which will lead to the development of more innovative digital learning skills as they progress through the school.

By the end of Key Stage 1 pupils, should be supported to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;
- create and debug simple programs;
- use logical reasoning to predict the behaviour of simple programs;
- use technology purposefully to create, organise, store, manipulate and retrieve digital content;
- recognise common uses of information technology beyond school;

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

By the end of Key Stage 2, pupils should be supported to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Teaching and Learning

Pupils have a 45 – 60 minute discrete skill and problem-based lesson per week, taking place in either the classroom or in one of our dedicated *CUBE* rooms. The focus of these sessions is to progress existing knowledge and skills, in line with each year group's Long-Term Plan for learning, and to develop coding and programming skills at the appropriate level.

However, in line with our vision for *Bring Your Own Device* (BYOD), teachers and pupils should be using technology to enhance what we do in all areas of the curriculum, not just within the timetabled computing slot. Using various sites and digital resources, staff and children will create exciting learning environments in which technologies support and enhance the learning and communication within the classroom and beyond the walls.

Curriculum Planning

Teachers should be planning their computing lessons in line with both the National Curriculum and their Long-Term Plan. Medium-Term Plans should be discussed with the Head of Department in order to collaborate on ideas to enhance the digital learning experiences offered to our pupils so that they are able to achieve the stated objectives, allowing for clear progression as they move through the school. Pupil progress towards these objectives should be recorded by teachers as part of their class recording system.

Monitoring and Review

The Head of Department, the Director of Studies, the Deputy Heads and Heads of Year will all monitor staff and pupil use of technology, and online sites. Every class teacher will be expected to adhere to the minimum requirements and support is available to meet these requirements.

Staff Training

Each year group receives support from the Head of Department to deliver the computing curriculum. Needs are met by:

- Auditing staff skills and confidence in the use of information technologies
- Providing staff meetings each term to focus on current needs of the staff and school
- Arranging training for individuals as required
- The Head of Department attending courses and support and train staff or provide staff with opportunities to receive training

Health and Safety

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present. Food and drink should not be consumed near computing equipment.

Children are taught how to use desktop computers, laptops and tablets correctly, how to care for them and how to log on and off efficiently. They are always expected to work sensibly and safely. All teachers and pupils are made aware of the acceptable use policy which sets down the rules and expectations for using technologies.

Resources

Every classroom is equipped with an Interactive Whiteboard and necessary attachments for teachers to connect their Microsoft Surface Pro. The ICT suite is equipped with desktops and a number of Chromebooks stored in the charging units. Additionally, there may be some

extra iPads stored in the ICT suite. However, the bulk of these have been allocated to EYFS, KS1, the Intervention Team and the Arabic department, as years 3-6 now attend school with their own devices. All rooms have internet and network access via direct cable or wireless. For additional hardware and software concerns, form teachers should contact the IT department for support.

Bring Your Own Device (BOYD)

In September 2022, the school expanded its BYOD incentive to cover the entirety of Key Stage 2. For these pupils, computing and technology should be an interdisciplinary skill, woven into the breadth and depth of the curriculum across subjects in order to provide exciting, creative and meaningful opportunities for learning. This now leaves space for a STEAM / problem-based learning curriculum to be developed which will, in time, replace "Computing" on form teacher timetables and instead offer a "CUBE" slot in which this learning can take place. Plans for the aforementioned addition to our curriculum are in place and this will be developed throughout the 2022-23 academic year.

E-Safeguarding

Teachers will ensure e-safety is specifically taught as set out in the National Curriculum 2014 framework. Key themes for consideration include preventing the exposure of children to the dangers of social media, cyberbullying, personal data protection and messaging (also see E-safeguarding policy).

Any E-safeguarding concerns must be reported to the Head of Department and the designated safeguarding lead immediately (in accordance with the Safeguarding & Child Protection policy) using the *Something Not Quite Right* form.

Science

Why Do We Teach Science?

Science and its applications are part of everyday life. Therefore, in order to attain our mission of creating *"Well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school"* we must place science at the forefront of our teaching and learning; as with other core subjects. Skills taught throughout the science curriculum encourage pupils to order and organise their world and scientific investigations assist tremendously in the development of problem-solving and problem-seeking skills. As future global citizens, it is crucial that our pupils develop scientific literacy.

Our Aims and Objectives

Our aim is to promote science as a core subject which is taught on a weekly basis from EYFS to KS2. Science is a practical subject that needs to be taught in a practical way (where appropriate) to stimulate curiosity, discussion and investigation. The teaching and learning of science should be linked to real world experiences to encourage our pupils to develop an understanding and enquiring mind.

Teaching and Learning

The delivery of science teaching at Sherborne places an emphasis on scientific investigations and practical activities which are based on real world scenarios through enquiry-based learning. Science lessons should be differentiated according to pupils' learning requirements. This ensures all groups of learners can access the curriculum and make progress in each session. Care should be taken when planning to ensure progression throughout the school. When topics are revisited, another layer of knowledge and skills should be added. Pupils should be taught to work scientifically, which involves:

- Developing an understanding of science through enquiry and investigation
- Observing, measuring and undertaking a variety of tests
- Developing curiosity and asking scientific questions
- Reading and using scientific vocabulary
- Testing and developing ideas
- Making decisions
- Analysing functions, relationships and interactions
- Answering questions using different types of scientific enquiry
- An enjoyment and fascination of science

Curriculum Planning

Teachers should refer the National Curriculum objectives (which are listed from Year 1 to Year 6 in our *Science Pathways* document) to inform their planning. Additionally, teachers should be referring to and incorporating content from *TigTag Jr* (KS1) and *TigTag* (KS2) to support them in delivering lessons to the pupils. When planning an investigation, teachers should follow the model of *How Science Works*:

1. Ask a question
2. Make a prediction
3. Carry out an experiment
4. Collect data
5. Draw a conclusion

Early Years Foundation Stage

Understanding the World assists EYFS teachers in delivering the science curriculum to their pupils. This is taught through child-led learning and cross-curricular links within each themed topic. Teachers should refer to the EYFS framework to inform their planning and incorporate content from *TigTag Jr* to support them in delivering lessons to the pupils. When planning an investigation, teachers should support their pupils in following the model of *How Science Works* in a way appropriate to the age and stage (see above).

Time Allocation

Science should be taught during weekly enquiry lessons to encourage cross curricular links and to make learning more meaningful to the pupils. However, standalone lessons may be planned and incorporated into the timetable as needed (this may be during the class teacher's scheduled slot for the Science Lab).

Assessment for Learning

Pupil work should be assessed by direct observation when completing science activities and in discussion with the teacher, as well as on the finished work. Pupil achievements are to be shared with parents at Parent Consultations and should be evidenced as part of class working walls, corridor displays and work in books. Classroom Monitor should be used to record the attainment and progress throughout KS1 and KS2 and learning in EYFS should be documented using *Tapestry*.

Recorded Work

Scientific work should be recorded in a variety of ways appropriate to the age of the children and their individual needs in each key stage. This can include teacher observations, photographs, drawings, tables, graphs, written accounts and formal write ups. It is expected that all recorded science work is to be presented to a high standard but not to the detriment of science investigations or the teaching and learning aspect of the lesson.

Resources

A wide range of science resources are stored in our Science Lab. The HoD is responsible for purchasing, organising and replenishing resources and has an inventory of all resources available to teaching staff. All teaching staff have access to our main online resource for teaching science: *TigTag Jr* and *TigTag*.

The Cube and Other Curriculum Links

Science has many strong links with other subjects as well as constantly reinforcing pupils' basic skills. It develops many of the skills used in literacy such as reading, writing, speaking and listening. Pupils should be encouraged to enhance their mathematics skills by developing their ability to problem solve, measure, and represent and analyse information through investigations.

Teachers should encourage the use of ICT, whenever appropriate, in science lessons by utilising the variety of resources available in *The Cube*: computers, tablets, cameras, VR, movie creators, etc.

Health and Safety

Safe working practices are an integral part of all science activities. All staff should be aware of safe and correct handling of tools, materials and equipment. Teaching staff should demonstrate to pupils how to work safely and ensure that all children using equipment are properly supervised.

French

Why Do We Teach French?

At Sherborne Qatar Prep and Junior Schools, we believe that learning a modern foreign language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, peoples and communities. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem. In lessons and in informal use, the emphasis is on having fun!

Our Aims and Objectives

- Raise awareness that languages other than English exist;
- Develop positive attitudes to other languages and cultures;
- Introduce children to simple vocabulary and structures which can be used in a variety of contexts in the normal school day, e.g. date, classroom organisation, routines, songs thus making MFL use normal and for developing confidence;
- Raise awareness of aspects of mother tongue by encountering other languages;
- Raise awareness of aspects of home culture by encountering other cultures and raising awareness of citizenship issues;
- Prepare pupils for specialist teaching in secondary school.

How We Teach and Our Children Learn

Whole class learning objectives are shared and learning outcomes are discussed. A stimulus from Virtual French or internet sites is used which inputs vocabulary and accent into lessons. Pupils speak in pairs to practice the vocabulary and accent. Where possible a kinaesthetic approach is

used to enhance the learning experience and bring situations to life, e.g. role plays, songs, oral listening and speaking skills. Written French is introduced from Year 3, increasing gradually through KS2. In KS1, there is very little writing although some written work is introduced in Year 2 by way of worksheets.

Time Allocation

French is taught formally to Reception and Years 1 – 6. Years 1 & 2 receive one 45-minute lesson a week while Year 3 receive two lessons of 45 minutes each week. Reception classes receive one lesson of 30 minutes each week.
French is taught by a subject specialist and the tasks are tailored to pupils' age groups.

French Curriculum Planning

Sherborne Qatar Prep and Junior Schools has developed its own Schemes of Work, which broadly follows the QCA scheme of work, but also aim to go beyond.

Contribution of French to Teaching in Other Curriculum Areas

France is also studied in Geography, during which pupils learn facts about France, its culture, habits and attitudes.

French and Computing

Virtual French is used as an input in most lessons, using the smart white board and iPads. The online *Tout-Le-Monde* Heinemann scheme is used to sing songs in French, read online some French activities. A range of websites is used to enhance pupil's learning in most topics and songs from *YouTube* are used to improve accents. iPads are used for the Year 1 and 6 *Linguscope* programme as well some French Apps.

Inclusion (including Gifted and Talented) within French

Teaching starts with a whole class input and from there simplified or extension tasks are set. More able French speakers or native speakers are often set higher level work. This could include the GCSE bite size tasks.

Assessment, Record Keeping and Target Setting

Teacher assessment takes place within normal class teaching and this enables the teacher to differentiate the style of questioning and conversation used for individual pupils. There will be

one or two pieces of written work per topic and interactive computer activities, which assess listening and reading skills.

There is one written report for Reception and two written reports for Years 1 – 6 during the academic year, with a level indicating achievement and effort in French for Key Stages 1 & 2.

Resources

- Virtual French and a range of websites;
- Computers in the media suite, some with Virtual French but all with internet access;
- Native speakers in the school, advance pupils.

Health and Safety

The general teaching requirements for health and safety apply to this subject.

Extra-Curricular Activities

There are various extracurricular opportunities in French:

- French & Spanish Clubs;
- Trip to French/Italian Restaurant for Year 6 Pupils;
- Liaison with senior French Department to visit;
- Liaison with GIS French Department;
- Language Day liaison with Arabic Department for Year 1 – 6 Pupils;
- French breakfast for Year 6 pupils
- Trip to Qatar National Library

Arabic, Islamic Studies and Qatar History

The curricular of these three subjects are overseen and inspected by Qatar's Ministry of Education and policies for these subjects can be found in separate documents.

Music

Why we teach Music?

Music is taught to develop our pupils' knowledge, skills, understanding of listening, singing and music theory. We also encourage individual music development and participation in assemblies, music recitals, drama productions and external performances. We further have class activities to promote our values.

"Whatever musical interest pupils have, we will provide a stimulating and exciting environment for them in which to nurture their skills and talents."

Our Aims and Objectives

- to develop a pupils' enjoyment of music;
- to enable a pupil to listen critically to music from various time periods;
- to encourage pupils to work together in games and group activities;
- to teach a basic understanding of the form and structure of music and basic music theory;
- to allow each pupil to develop their own musicianship through tuneful singing and internal steady beat;
- to encourage pupils to evaluate music and appreciate it in all its forms;
- to allow pupils an opportunity to perform;
- to support school productions through teaching music and movement for various performances;
- to encourage pupils to watch live performances;

How We Teach and Our Children Learn

We teach using a variety of methods. Our main objective is to develop a pupil's knowledge, skills and understanding of music. This is achieved through group activities and individual work in the classroom. Pupils routinely listen and respond to music through singing, moving, and playing instruments, both individually and in small groups. Pupils are then encouraged to listen critically and evaluate their work as a group and an individual. These group activities promote acceptance and teamwork.

During music lessons we:

- provide a variety of activities using a variety of resources;
- utilise instruments and listening examples;
- engage in group and individual activities that allow for active participation through movement and singing;
- prepare pupils for any musical elements of assemblies, plays and recitals.

The lessons involve critical thinking skills and the opportunity to participate and respond to music, primarily through playing instruments, movement and singing. We hope our pupils will have a basic understanding of music for their own enjoyment as listeners and participants throughout their lives.

Time Allocation

In the Prep School pupils from Pre School and Reception have one weekly 30 minute lesson. Year 1 to 6 have one weekly music lesson of 45 minutes. Individual instrumental lessons are 30 minutes per week.

Music Curriculum Planning

Our school uses the Skills Progression from the National Curriculum as a basis for our scheme of work. Units are based on National Curriculum documents and additional plans we have developed. We further enhance our music curriculum by teaching music and instruments from around the world. This broadens the pupils' knowledge and respect for music and other cultures.

A yearly overview is supported by a developed medium term plan for each term and weekly lesson plans created by each teacher.

The Foundation Stage

Music is taught at the Foundation Stage through participation in singing games and group activities. Further guidance is available in our Foundation Stage Policy.

Contribution of Music in Other Curriculum Areas

- English and language arts: subject songs and connections to literacy and reading;
- Science: reinforcing the scientific properties of sound;
- PSHE: seasonal songs, celebratory songs, and other lessons that connect to the artistic development of the individual while building a teamwork and peer acceptance;
- Foreign Language: Most of the terms are in Italian, German or French;
- Maths: numeracy in basic music theory (fractions, beat counting);
- Arabic, French and PE: pupils are supported and prepared for annual events in these subjects.

Music and Computing

Technology is used to:

- Demonstrate musical concepts through visual and audio recordings;

- Record individual and group performances for evaluation;
- Further support the teaching of Music Technology in KS2.

Inclusion within Music

We teach music to all pupils, whatever their ability level or individual needs. Music forms part of the school's policy to provide a broad and balanced education to all pupils. Through our music teaching we provide learning opportunities that allow all pupils to make good progress and gain fulfilment.

If a pupil's progress falls outside the expected levels, we tailor our teaching to allow for differentiation. We use a range of instruments and materials in class to make learning inclusive for everyone. Pupils are encouraged to participate at their ability level and are not penalised for their musical contribution. We instead celebrate good effort and willingness to try in music.

Assessment, Record Keeping and Target Setting

Teachers in KS1 & 2 assess pupils using Classroom Monitor. Further assessments are through observation and written work. KS1 and KS2 pupils are encouraged to self-evaluate and given suggestions for improvement. EYFS use Tapestry and are encouraged to evaluate themselves in a group setting and are given strategies for improvement. Written work is marked and noted for assessments and school reports to parents. Group work is evaluated and pupils are given credit for their effort and participation.

Resources

We use two music classrooms to accommodate our pupils in the Prep School. We have a variety of instruments to use in the classroom, ranging from small unpitched instruments to bells, keyboards and guitars. Equipment is kept in the Music Department and available under supervision to pupils during their breaks. We have some audio visual equipment, which we use in class for demonstration and listening and we also have two small practice rooms for pupil rehearsal and private lessons.

Health and Safety

In music we abide by the general health and safety guidelines for all pupils.

Extra – Curricular Activities

The school provides activities such as choirs and recorder ensembles. We also provide an instrumental lesson programme for pupils in piano, drum, guitar, singing, flute, and violin. Instrumental teachers offer one 30 minute lesson per week. These one on one lessons occur on a rotating schedule during and after

the school day. The one to one programme also encourages pupils to take part in accredited music exams with The ABRSM (Associated Board of the Royal Schools of Music) and Rock School. Pupils involved in choirs, private lessons, or other small ensembles perform twice a year in our Music Recitals and in external events.

Monitoring and Review

The coordination and planning of the Music curriculum are the responsibility of the Head of Music. Medium term plans and lessons are developed by teachers through collaboration and routinely reviewed for subject improvement.

PE and Games

At Sherborne Qatar Preparatory and Junior Schools we believe that Physical Education plays a key role in harnessing the potential of each child. Through PE and Games, we aim to develop children personally and socially with an emphasis on concepts of fairness, sportsmanship and more importantly, personal and social responsibility. Through the range of experiences offered in PE and Games, children learn to be effective in competitive, creative and challenging situations. The aim that every child can succeed, be it at a very competitive or personal level, ensures that the curriculum is centred on the children as individuals and ensures that we offer as broad a curriculum as possible.

Full details are contained in the *PE and Games Policy*.

Enquiry Based Learning

Sherborne Qatar introduced Enquiry Based Learning to deliver the curriculum of English and the Foundation subjects (including Science) in September 2017. Our aim is to embed and cultivate a curriculum that is Real, Immersive, Purposeful and Progressive (RIPP) and enquiry led learning enables this.

The enquiry model is an engaging approach to thematic learning and it also fits Sherborne school well as the school delivers many specialist lessons including Arabic and Islamic Studies. The teaching of discrete foundation subjects hindered children's engagement with the subject as limited time could be spent delving deep into ideas and practising and mastering skills and understanding. The launch began with an analysis of the 2014 National Curriculum to ensure each year group had full coverage of the age-related expectations. These were then moulded into cross curricular enquiries in which skills from across the curriculum would be practised before creating a specific outcome to showcase these skills.

The enquiry model results in the children following a line-of-enquiry in order to answer a specific question, for example, 'How are humans and wolves similar?' Enquiries may have a specific

subject focus such as Science or History but provide rich cross-curricular opportunities within them.

All enquiries start with a **Wow** experience to engage the children and end with a challenge. The children are immersed in the required skills and knowledge and are given the opportunity to 'have a go' before embarking on the final challenge. Because the children know their challenge at the beginning of an enquiry, their learning is always purposeful and with clear direction. Our enquiry outcomes have been carefully chosen to ensure breadth across the school and so that they are particularly relevant to the children at Sherborne.

Wonder Wall

To ensure the curriculum is real and interesting to our pupils, teachers spend time to elicit children's prior knowledge and questions they would like answered. These should be displayed on a communal year group display or on the in class enquiry display. The prior learning and questions should be used to inform planning.

Enquiry Display

Enquiry displays should be made of the areas of enquiry. In Key Stage 2: Wow, Immersion, Have a go, Challenge. In EYFS and KS1: I had a wow, I had a go, I shared. The enquiry display is a working wall. At the start of the enquiry, the wow, enquiry question and outcome/challenge should be on display. The outcome should be at the end of the display and this should be a high quality model for pupils to aspire to.

Wow

Every enquiry starts with a 'wow'. This is to engage and excite the children as well as providing them with a rich life experience. This may be a trip, a visitor, a curious moment, anything to engage the children fully. Following the 'Wow', the question should be shared and added to the display for children to begin their enquiry.

Immersion and Have a Go

At the immersion stage, the children are exposed to the skills and knowledge they will need to achieve the challenge. This may involve the teacher modelling certain skills and teaching the specific knowledge the children need. The children are then given the opportunity to put their skills and knowledge into practice during the 'Have a go' phase of the enquiry; this is a trial run of the challenge and allows the children to make any changes before the final thing. 'Have a go'

examples should be added to the display to show the steps taken towards the Challenge.

Challenge (Outcome)

The challenge is the culmination of the enquiry and what the children have been working towards for the duration. It provides the children with the opportunity to use all the skills and knowledge they have acquired to achieve something real and rewarding. The challenge should also lead to the children being able to answer their enquiry question for example 'Which front won the war?', 'What is Skellig?' or 'How can pizza be healthy?

When the challenge has been completed it is always celebrated. This might be by sharing the work with the rest of the school and community or making the outcome available online for others to access. We feel it is very important that the children have their hard work acknowledged and also used as inspiration for others.

Evaluation

Following every enquiry, a lesson should be planned in for children to evaluate their challenge. Children can self and peer assess against the success criteria and suggest what could be added or improved upon next time thinking specifically about the age -related skills involved. Evidence of this evaluation should be recorded for children's Learning Journeys.

Teaching Science Through the Enquiry Model

The basis of our approach comes straight from the National Curriculum. Each year group has topics to explore, from Rocks and Light to Evolution and Inheritance. Some topics are covered once whereas others – such as Living things and their habitats – are explored in more depth each year. Each topic acts a vehicle to learn about five different types of enquiry and scientific skill.

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Pupils are taught to use scientific vocabulary to describe and explain their observations and investigations. They are encouraged to describe evidence in support of simple scientific ideas, for example, those relating to why some objects float or sink, or why a mixture changes when it's cooked. They also explore increasingly sophisticated ideas such as animal structure and function, adaptation and the different ways materials can change. Due to cultural requirements Human Reproduction is not covered.

Science is taught as an enquiry to enable the children to be fully immersed in the topic. For instance, "Does light travel in straight lines?" could be the start of a fortnight cross curricular study of light.

Teachers assess children's work in Science by making formal and informal assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons and use this information to plan the future work of each child. These records also enable the teacher to make more formal assessments of progress for each child as part of the school's reports to parents. Children in KS2 now also complete termly summative assessments.

In the Early Years Foundation Stage (EYFS), Science comes under the specific area, 'Understanding the World'. This is taught through cross-curriculum links within each themed topic and child-initiated learning. Please see EYFS policy for more details of the EYFS curriculum.

History, Geography and Art – Through the Enquiry Model

The long term plan outlines the age-related skills for each subject that should be mastered in each year group and the enquiry overviews illustrate the content and knowledge the children should be immersed in. Enquiries should vary in which foundation subject takes most of the focus with a range of outcomes to reflect this. For instance, some enquiries will clearly have a Geography, History, Art IT/Computing heavy outcome.

PSHE

Sherborne Qatar Preparatory and Junior Schools follow the revised 2020 curriculum. However, In adherence with the country's culture, aspects of the curriculum, that refer to relationships, are not delivered.

PSHE enables children and young people to develop and leave school with the motivation, autonomy, knowledge and skills to ensure they stay safe, keep healthy, enjoy and achieve, make a positive contribution and enjoy economic and social well-being.

We encourage our pupils to make a positive contribution to the life of the school and the wider community. In doing so we develop their sense of self-worth. We ensure that they experience the process of democracy in school through, for example, the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and very multi-cultural community.

A healthy school is one that works to develop a whole-school ethos, environment and curriculum that enable pupils to recognise personal qualities, build on their achievements, fulfil their potential and manage their health and well-being. Increasing evidence shows a whole-school approach to PSHE contributes to school improvement and the promotion of health and well-being.

Homework

Aims

At Sherborne Qatar Prep and Junior Schools we aim to create an approach to homework that enables children to reinforce their classroom learning at home and gives parents the opportunity to help their child make improved progress in their learning. In doing this we also strive to ensure that homework does not place onerous demands on children and their parents, and we recognize that children should be able to take part in other after school activities in order to develop into well educated, well rounded individuals.

It is important not to overlook the fact that homework offers parents a window into their child's education experience. It is for this reason that tasks should be set with thought and consideration of purpose to demonstrate our pursuit of excellence within the classrooms.

Guidelines

Early Years

Children in Pre School and Reception are expected to have regular experience of sharing and enjoying books with family members, practical maths activities in the home, and developing their language skills through talking about practical experiences they have had. These practical experiences might include:

- Measuring ingredients while cooking;
- Visiting family members;
- Looking at labels and price at the shops;
- Going to the park;
- Choosing books at a local library / shop;

- Playing and learning to share with toys at home with brothers, sisters and friends, learning to swim, learning to ride a bike, going shopping and learning to write a shopping list, counting money, getting change, being helpful and just being a child every day.

Teachers in Early Years meet with parents to suggest relevant learning activities for their children.

Key Stages 1 and 2

Children are expected to complete the following each week:

- Phonics (KS1);
- Mental arithmetic;
- Reading;
- A piece of Maths and English homework (KS2).

The amount of homework children receive will increase as they move up the school, with the expectation being that 35 minutes of Maths and English homework is being set each week in Year 6. Verbal / written feedback should then be given to the children following a piece of homework being handed in.

Timings / Days

All homework is set on a Thursday and is expected back in by the following Tuesday or Wednesday.

Year 1 and 2: daily reading for at least 10 minutes and phonic reinforcement. Times tables practice may also be set in Year 2. English and Maths homework should be 15 minutes per subject.

Years 3 and 4: daily reading for at least 15 minutes and reviewing weekly spelling rules. These can be revisited and reinforced using a variety of methods mentioned in the English policy. Times tables practice may also be set. English and Maths Homework should be 20 – 25 minutes

Year 5 and 6: daily reading for at least 20 minutes and reviewing weekly spelling rules. These can be revisited and reinforced using a variety of methods mentioned in the English policy. Times tables practice may also be set. English and Maths Homework should be 30 – 35 minutes per subject

In addition, there is an ongoing project lasting a term (or shorter if relevant) based on the year group's enquiry question. Pupils should be encouraged to use different types of approaches (perhaps through a homework matrix) e.g. Word / Maths/ ICT/ Picture/ Presentation/Game/Modelling based and use of different media.

Pupils who have lessons in Arabic as a native language and / or Islamic Studies may have additional homework generated by the MoE syllabus.

Pupils who miss homework are asked to catch up. This may be over the weekend or, where appropriate, in Extra Work / Detention. Pupils who have been absent are not normally required to catch up missed homework. Pupils who have authorised absence will not usually be set work to do while they are away. It is the responsibility of parents to avoid taking their children out of school and so miss teaching.

Additional Homework Guidance

Teachers may give out more personalised homework to support children with their specific targets and gaps in learning. This additional homework should be brief and highly focused to ensure a consistent approach to additional support across the school.

The Use of Technology and Devices

We encourage the use digital learning to complete homework where it is appropriate. We encourage children to access learning resources such as *Mathletics, Education City, BBC Revise Wise* and other websites when they have the opportunity.

Inclusion

All homework given is differentiated to meet the needs of the pupils; this will ensure both challenge and support. Teachers ensure that children have the skills and support to complete any homework given. If children struggle with homework, we encourage them to bring their work in to school and the teacher will find time to explain and help them to understand the task. Parents are welcome to talk to teachers at the end of the day about any issues regarding homework.

Children with Special Needs

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. In most instances, the teacher can provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's needs are more severe, we use the support provided by Learning Assistants. More detail can be found in the Intervention Policy.

Values

Our curriculum also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Our school curriculum in underpinned by the values that we hold dear at our school: Respect, Honesty, Kindness, Perseverance, Responsibility, Teamwork. The curriculum is the means by which the school achieves its objects of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Extra – Curricular Activities (Enrichment)

The curriculum also includes not only the formal requirements of the National Curriculum, but also the range of extra – curriculum activities that the school organises in order to enrich the experience of the children. We try to have as many extra – curricular activities as we can, as we recognise the benefits they can have to health and well-being. We try to get a balance of activities that have to be paid for and those that are free. Some activities take place at lunchtime; others take place before and after school. These activities also include invite only sessions for GREAT pupils (Gifted, Really Enthusiastic and Talented) such as mastery maths, reading and writing at greater depth.

Outdoor Activities and Visits

Outdoor and Adventurous Activities form part of the delivered PE curriculum. This may involve problem solving or team building activities in the school grounds as well as formal activities such as orienteering. In addition, we plan for our children to experience adventurous activities away from the school site that tie in with curriculum enquiries, for example Year 5's Survival enquiry and the Year 5 & 6 trip to Oman. Visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or the theatre or to special activity days.

Heads of Department (Subject Leaders)

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Use curriculum tracking to analyse strengths and areas for developing to be shared and addressed;
- Provide efficient resource management for the subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Subject Leader and Head of Key Stage will review the

curriculum plans for their subject / phase to ensure that there is full coverage of the National Curriculum and that progression is planned into schemes of work.