



Curriculum Policy

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Aims and Values

Aims

At DUCKS, we are proud to deliver a rich, creative learning experience that enables all the children to fulfil their potential. Our vision puts children first. When children enjoy all aspects of school and are enthusiastic independent learners, they gain the most from their education. Our children will have the opportunity to be creative, to be physically active and to be academically challenged in a caring and supportive environment.

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- 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 basic skills of literacy, numeracy, science and computing
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to promote British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum and the Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- 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.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through the weekly newsletter, termly overviews, DUCKS Posts, homework and curriculum workshops, and are positively encouraged to become involved.

Our school values are represented as the 'Golden Rules'

- We are kind
- We are gentle
- We are honest
- We listen
- We work hard
- We look after property

All children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents and carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

We do this by:

- making children feel valued and good about themselves
- ensuring the whole environment provides many rich learning opportunities
- encouraging children to make choices in their work and play
- enabling children to develop their skills
- developing the relationships between home and school/Kindergarten
- ensuring that children have equality of access to learning and opportunities
- reflecting the widest possible range of communities in the choice of resources
- avoiding stereotypes or derogatory images in the selection of materials
- celebrating a wide range of appropriate festivals
- creating an environment of mutual respect and tolerance
- helping children to understand that discriminatory behaviour and remarks are unacceptable
- ensuring that the curriculum offered is inclusive of children with additional educational needs and children with disabilities
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Organisation and Planning of the Curriculum

DUCKS ensures a smooth transition between the Early Years curriculum and Key Stage One through effective organisation, planning and responding to an individual's or class needs.

We plan our curriculum in three phases. We agree a long-term plan for the Kindergarten based upon the EYFS (see below). The long-term plan for the Infants' School is called the DUCKS Learning Ladders and is based upon the EYFS and the National Curriculum skills for Key Stage 1. This indicates what skills are to be taught throughout the school. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the themes and objectives that we use when teaching each subject.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives, and to identify what resources and activities we are going to use in the lesson.

Early Years Foundation Stage (EYFS)

We promote the relevant frameworks and curriculum set by the EYFS to support and enhance children's learning and development holistically. We view all aspects of learning and development as equally important and ensure a flexible approach is maintained. This allows us to respond quickly to children's learning and developmental needs. We develop a tailor made curriculum, which is based on observation to inform planning and draws on children's needs and interests through a balance of adult led and child initiated opportunities both indoors and outdoors.

Key Stage 1

In Key Stage One, the curriculum focus shifts from the seven Early Years Learning Areas to the subjects of the National Curriculum. These areas may be delivered discretely or through a cross-curricular theme. Our topics and themes are designed to motivate, challenge and inspire.

The Curriculum is creative, skills based and makes links between subjects through a theme for the term. The theme is based around a class reading book, which the teacher reads to the class. Skills-based

planning is carefully structured from the DUCKS learning ladders, yet leaves space for children to plan their own learning content.

Prime areas of the EYFS

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| <p>Personal, Social and Emotional</p> | <p>Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others, respect for others, social skills, and a positive disposition to learn. We aim to ensure support is given to children's emotional well-being to help them understand themselves and know their strengths.</p> <p>At DUCKS we aim for each child to feel happy, settled, secure and able to take full advantage of the learning opportunities we offer. We also aim for him/her to make appropriate choices, be interested, curious and eager to learn.</p> |
| <p>Communication and Language</p> | <p>The skills of speaking, listening and understanding are supported and extended. Children are provided with opportunity and encouragement to use their skills in a range of situations.</p> <p>All children have many opportunities to develop their spoken language from the Baby Room to Reception. This happens through their interactions with the adults working with them, their key person, teachers, support staff, their peers, as well as visitors. Story time, singing songs and conversation, both on a one to one basis and in groups, are all important experiences to develop communication and language.</p> <p>Our main aim is for children to have had a wide range of experiences with books, speak comfortably to adults and children alike and be able to participate at story time.</p> |
| <p>Physical Development</p> | <p>The physical development of babies and young children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.</p> |

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| | <p>Both inside and outside, each child is provided with a wide range of opportunities to practise and develop their fine and gross motor skills. This is delivered through physical education lessons, activities both indoors and outdoors.</p> |
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Specific areas of the EYFS

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| <p style="text-align: center;">Literacy</p> | <p>Children’s interest is ignited using a range of learning opportunities, including access to a wide range of reading materials including opportunities to listen to stories, poems, songs and rhymes. Children are encouraged to link sounds and letters through daily structured phonics sessions and are encouraged to read and write through meaningful contexts.</p> |
| <p style="text-align: center;">Mathematics</p> | <p>Children must be supported in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.</p> <p>Children have a wide range of opportunities to develop their mathematical skills; for example in the construction area, through routines such as snack and lunch times, at the creative table and through conversations with adults. There are also a wide range of opportunities available to the children through puzzles, number, colour and shape games.</p> |
| <p style="text-align: center;">Understanding of the World</p> | <p>Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical ‘experiments’; and work with a range of material.</p> <p>Through sensory, exploratory, construction play, looking closely at things, the adults support each child’s interest in and knowledge of their world. This will incorporate history, in the form of past events in the children’s lives, both at home and at DUCKS, geography in the form of an awareness of their local environment, at DUCKS and home, and science, exploring and investigating a range of activities. Through open</p> |

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| | ended questions, the staff, working with the children, extend and expand these areas through adult led opportunities and supporting child initiated activities. |
| Expressive arts and design | <p>Children’s creativity is extended by the provision of support for their curiosity, exploration and play. They are provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.</p> <p>Children have a wide range of opportunities to develop their creativity with art materials, through music and in role-play. These activities all provide children with the opportunity to develop their vocabulary, make choices, show us what they know and understand about their world.</p> |

Subject Areas of the National Curriculum for Key Stage One:

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| English | <p>Speaking and Listening: At DUCKS, we believe that speaking and listening and a creative curriculum are the key to producing children with good levels of literacy. Speaking and listening plays a vital role in developing our children's confidence, dramatic skills and feeding the quality of writing we aim to develop. Children are given the opportunity to perform throughout the academic year within the classroom, in assemblies, productions and church services.</p> <p>Reading and Phonics: Reading and phonics work hand in hand, and the children follow the Nelson’s curriculum which includes reading, phonics, handwriting and</p> |
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| | <p>spelling. In addition, children read a wide range of texts, reading individually, reading with Dulwich College Prefects, reading within guided groups and participating in whole class reading. There is a strong emphasis on comprehension.</p> <p>Writing: Children have the opportunity to write through scaffolded writing, shared, guided writing, independent writing, extended writing and handwriting. We reference Pie Corbett’s writing progression and terminology and use VCOP (Vocabulary, Conjunctions, Openers and Punctuation) whilst also ensuring writing for purpose and through links with other subject areas.</p> |
| Mathematics | <p>At DUCKS, inspiring children to learn is at the heart of everything we do; this is why our children are given many hands-on and practical learning opportunities in maths. Maths is all about solving problems and through each problem-solving experience we try to incorporate 'real life' situations into their work. We use the ABACUS Scheme of work as a basis for our maths teaching and have a huge bank of practical resources to support this. We also offer an online teaching and homework tool which helps children and families with learning at home.</p> |
| Science | <p>We provide children with the scientific tools to learn independently about the world around them. From learning through a play-based, exploratory style; this steadily progresses through KS1 to the application of basic scientific experiments. As well as secure subject knowledge, we teach children skills to work scientifically, which they can use in different contexts to support their independent learning. To promote a love of the subject, Science is taught weekly and we plan an annual ‘Science Week’ which includes visiting speakers and workshops. The children have the opportunity to work in ‘The Laboratory’ on the main College Campus during this week.</p> |
| Computing | <p>Computing underpins our learning at DUCKS and as such we have learnpads and laptops. We work through a variety of programs specifically, PurpleMash , Active Learn, and Discovery Education Coding. We have a strong focus on online safety.</p> |
| Humanities | <p>Geography and History skills are taught through an open-ended themed approach such as ‘Up, Up and Away’, ‘Long, Long Ago..’ ‘The Great Outdoors’.</p> |

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| | Religious Education is also addressed within these themes and with reference to the festivals and celebrations in our calendar annually. |
| Art & Design Technology | Art and Design at DUCKS allows children to develop and share their ideas, experiences and imagination. Children learn about artists and begin to develop a range of art and design techniques through a range of media, including drawing, painting, 3D/ sculpture, textiles and collage. |
| Wellbeing | <p>Wellbeing is fundamental at DUCKS. Wellbeing lessons provide the children with an opportunity to develop their social skills and at the same time explore their feelings and emotional wellbeing along with the feelings and emotions of others around them. They learn how choices and actions can affect them personally as well as those around them, and that choices and actions sometimes come with consequences.</p> <p>To achieve this, DUCKS follows Family Links and RULER. Family Links is broken down into several topics over a 10-week period and revisited each term throughout the year. Circle time, discussion and debate, games, and challenges form the basis of these lessons. RULER is a collection of tools to support and explicitly teach emotional literacy.</p> <p>Please also refer to Wellbeing at Dulwich College.</p> |
| P.E | P.E has a huge emphasis in DUCKS and is taught by specialist teachers. We offer a wide range of timetabled tuition in swimming, football, dance, tennis, gymnastics and ball games. |
| French | <p>French is taught up to twice a week by a specialist teacher; one session with a whole class, and in Key Stage One, one session with half a class (approx. 10 pupils).</p> <p>Learning languages at DUCKS is fun, interactive and enables the children to gain a grasp of basic French, moving towards a greater degree of language understanding.</p> |
| Music | Music is taught by a specialist teacher. The teaching of music at DUCKS is based upon the fact that it is a creative and social art, something to be enjoyed. Children have the opportunity to enjoy musical experiences through singing, instrumental |

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| | <p>lessons, movement, dance and musical performances. In KS1 children take part in regular singing sessions and assemblies, often working towards performances. Additional peripatetic music teachers from the College visit DUCKS on a regular basis to provide instrumental lessons such as violin, cello and piano.</p> |
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The characteristics of effective learning

The following characteristics of effective learning are taken from the Early Years Foundation Stage (EYFS) but are relevant to learning throughout the school.

Playing and exploring

Through 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 enjoy their achievements especially when some of their learning is based in child initiated opportunities;

Creating and thinking critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Assessment

Ongoing assessment is an integral part of the learning and development process. Practitioners observe children and respond appropriately to help them make progress from birth onwards. Assessments are based on practitioners’ observation of what children are doing in their day-to-day activities and play. As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all adults who interact with the child should contribute to the process, and that account will be taken of information provided by parents. An essential feature of parental involvement is an ongoing dialogue, building on the partnership begun by any previous practitioner(s).

Teaching and Learning

Effective teaching and learning is essential for the successful delivery of the curriculum and its aims. Staff are involved in discussions on curriculum development, assessment, homework and the provision for specific educational needs through staff meetings, INSETs and Key Stage meetings. We aim to create a learning environment for learners of all styles, backgrounds and abilities and ensure staff receive training to cater for the differing learning styles.

Planning and Preparation

Every teacher is expected to:

- Plan effectively to achieve progression in learning within the schemes of work of DUCKS
- Set high expectations building on prior attainment and knowledge of the individual needs of students
- Be aware of any specific needs within the group and plan differentiated work accordingly
- Prepare well-produced material in advance of the lesson
- Set clear objectives at the beginning of the lesson which are understood by the students
- Plan well-structured, well-timed lessons
- Plan lessons appropriately and adapt teaching according to the learning and understanding from previous lessons

General Learning and Teaching Methods

Every teacher is expected to:

- Provide challenge in lessons through a variety of teaching strategies
- Use a variety of activities and questioning techniques to ensure opportunities exist for a range of learning styles to operate
- Use a range of learning resources including computing when appropriate
- Demonstrate their subject knowledge and understanding
- Communicate an enthusiasm for the subject
- Provide the opportunity for language, numeracy and computing skills to develop as well as the independent and collaborative study skills needed by students for effective learning

- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development and citizenship where appropriate
- Make cross curricular links
- Promote fundamental British values
- Link lesson content to previous learning and teaching
- Draw from the ideas and experiences of students within the class
- Ensure instructions and explanations are clear and specific
- Involve all students in a class and listen and respond as appropriate
- Encourage high standards of effort, accuracy and presentation
- Monitor and assess understanding throughout the lesson by the use of a variety of questioning techniques
- Recognise mistakes and misconceptions and use these constructively to facilitate learning
- Mark and assess written work regularly and accurately and give positive feedback including targets and guidance on how to improve
- Use homework effectively to reinforce and extend learning

Classroom Management

Every teacher is expected to:

- Ensure an orderly, punctual start and conclusion to lessons
- Maintain an orderly, purposeful atmosphere within the classroom
- Use praise regularly for effort and achievement
- Apply rewards and sanctions consistently
- Use prompt action to address any poor behaviour
- Treat every student fairly and equally
- Create a positive and co-operative atmosphere where students feel safe and are confident about taking risks in their learning
- Ensure the learning environment is attractive and conducive to learning with evidence of students' recent work on display

Specialist Teachers

We are proud of our specialist staff, their expertise and the high level of teaching they provide for all the children. Our dedicated music, physical education, French, Forest School and Learning Support staff teach right across the age groups working closely with the class teachers to establish as many cross-curricular links as possible. The children enjoy many special events and have numerous opportunities to excel in a range of activities. The specialist staff are integral to this, ensuring a continuity of teaching with the class teachers and a consistent, structured learning journey for the children.

Subject Leaders

Each DUCKS teacher takes responsibility for leading a subject area. The role of the subject leader is to:

- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

The school gives special focus to different areas of the curriculum in Staff Meetings to ensure time is spent in developing each subject in turn. 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 are involved in the review of the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each stage and to give examples of expectations of attainment.

The Learning Environments

Although core teaching is based within the classroom, DUCKS is privileged to have a variety of wonderful, modern facilities that are second to none to inspire our children's learning.

Classrooms: Our classrooms are well equipped and the displays reflect and celebrate the children's work. They are bright and colourful and are designed to encourage reading, observation and discussion.

Library: Each class has weekly access to our Library. Our dedicated librarian ensures there are an extensive range of books to inspire a love of reading.

Music Room: Music lessons take place in the classroom, hall and a specially designated music room, which is adjacent to an open-air amphitheatre.

The Orchard: Each class has timetabled Forest School sessions throughout the academic year.

Sports Facilities: DUCKS have a dedicated AstroTurf pitch, the use of playing fields, gym equipment in the school hall and the College swimming pool.

Theatre: KS1 have access to the Edward Alleyn Theatre in the Summer Term for the Year 2 production.

Playgrounds: Our playgrounds are carefully designed for the different ages of the children at DUCKS and allow for outdoor learning to take place across the whole curriculum.

Accessing the Curriculum

The teaching at DUCKS ranges from whole classes to small groups and individual activities, with a strong focus on developing sound skills for future learning. We have a dedicated Learning Support team that offers one to one support, small group boosters and in class support. *Please see Learning Support Policy.*

Monitoring and review

The Head is responsible for the day to day organisation of the curriculum. The Key Stage 1 Co-ordinator, Early Years Co-ordinator and Head of Kindergarten monitor the weekly plans for all teachers and ensure that all lessons and activities have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Last reviewed: Jan 2018

Next Review: Jan 2019

Appendix 1 : Specific timetabled allocated to each subject in Key Stage 1

Teachers are required to plan their own weekly timetable based upon the needs of their class at that time. There is flexibility within the timetable and so the guide below is an average weekly time across the year.

(For example – Forest School will take place over half the year for Year2)

| Subject | Keys Stage 1 |
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| English | 4 hours 30 minutes |
| Phonics/ Handwriting | 2 hours |
| Reading | 1 hour |
| Maths | 4 hours 30 minutes |
| Science | 1 hour |
| Computing | 30 minutes |
| Humanities | 1 hour |
| R. S | 30 minutes |
| Art and Design | 1 hour |
| Wellbeing | 30 minutes |
| P. E | 2 hours 15 minutes <i>(1 hour- Outdoor PE session 30 min- Indoor PE Session 45 mins- Swimming session)</i> |
| French | 1 hour |

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| | <i>(30 minutes whole class teaching 30 minutes half class teaching)</i> |
| Music | 1 hour 30 minutes |
| Forest School | 1 hour |