



# **Curriculum Policy**

## **EYFS and Primary**

**Reviewed: October 2024**

**Next Review: October 2025**

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## Introduction

Park Lane International School aims to provide the highest quality of education for each pupil throughout the age range. We recognise that *'The Curriculum'* is not just what takes place in the classroom but in the school as a whole. It includes the range of extra-curricular activities that the school organises in order to enrich the experience of each pupil. It also includes the *'hidden curriculum'* or what the children learn from the way they are treated and expected to behave.

## Curriculum Aims

Our curriculum aims to:

- Provide a well-rounded education that is carefully planned to build skills and knowledge for future learning and careers.
- Help pupils develop knowledge, skills, and concepts they can apply in real-life situations.
- Support the spiritual, moral, social, and cultural growth of pupils.
- Promote physical health and encourage active lifestyles.
- Foster a positive attitude towards learning.
- Ensure all pupils have equal access to learning, with high expectations and appropriate support and challenge.
- Equip pupils with the knowledge and experiences they need to succeed in life.
- Provide enrichment and support through provision of additional activities such as educational visits, visiting speakers, class trips etc
- Help pupils understand Britain's cultural heritage (Picture News).






## Learner Profile

At Park Lane we are committed to creating and sustaining an environment where our pupils are:

- successful learners
- industrious and curious
- respectful and empathetic
- co-operative and collaborative
- honest and trustworthy
- knowledgeable and competent in their use of technology
- aware of environmental issues
- resourceful and responsible global citizens

These curriculum aims are underpinned by our school values: **(5R's)**



Our 5R's				
Respectful	Responsible	Resilient	Resourceful	Risk-Taker
				
We treat everyone in the school equally.	We make the right choices and work well with others.	We have a positive approach to learning, and never give up even if we find it difficult.	We find different ways to get things done.	We are brave and try things that might be a little different or scary.

## Legislation and guidance

This policy reflects elements of the National Curriculum for England programmes of study relevant to our context. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). Our broad-based curriculum reflects elements of the prescribed Czech curriculum for Czech nationals and permanent residents. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

## Roles and Responsibilities

### The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and reviewed by the governing board.
- Managing requests to withdraw pupils from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

## **The Deputy Headteacher and Assistant Headteacher (Academic):**

The Deputy Headteacher maintains an overview of the curriculum provided by the school and works in partnership with the Assistant Headteacher (Academic) on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff.

## **Subject Leaders:**

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews, and that learning becomes increasingly more challenging across the school through the Subject Knowledge Skills Progressions. They oversee the standards within their subject, create annual action plans, analyze subject performance, and either provide or direct staff to relevant training and resources. Additionally, they engage in developmental work and participate in research projects to enhance the subject's progression.

## **Year Curriculum Leaders (YCL):**

Year Curriculum Leaders hold the ultimate responsibility for creating class-specific, medium, and short-term planning tailored to their learners. They are accountable for the standards achieved by their learners, the progress made, and the evidence of learning. Year Curriculum Leaders should seek guidance from Subject Leaders when necessary and ensure that all provisions contribute to fostering an 'Inspirational Learning Community.'

## **Organisation and Planning**

These aims are achieved through the delivery of a broad and balanced curriculum to all our pupils throughout the age range providing sufficient challenge and appropriate support for every individual pupil. The curriculum is designed to meet the **requirements of the National Curriculum of England** with suitable adaptations to take account of our local context, the Czech Ministry of Education requirements for our Czech National pupils.

Our curriculum includes the core subjects alongside Czech, Geography, History, Music, Art and Design, Computing and IT and Physical Education taught within our creative curriculum and Personal, Social and Health Education (PSHE). It is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the pupils.

## **Creative Curriculum**

At Park Lane International Primary School, we take pride in our excellent standards and high expectations. However, it is also of the utmost importance to us to foster development of the whole child and encourage excitement and engagement in learning. As a staff, we considered the best ways to maintain academic standards whilst ensuring that each child is given opportunities to be successful in a variety of forms including science, art and design, music and humanities.

In order to achieve these goals, we felt that the whole school needed to take a more thematic approach to learning as this would:

- cover topic areas more efficiently
- provide more time to include in depth study of the subject areas and give opportunities for pupils to take part in pupil led projects
- give a groundwork of content knowledge from which to base creativity
- foster understanding of the links between subjects, an essential tool in the building of intellectual ability.

- give pupils the time and opportunity to transfer their learning and consolidate new skills.

## **Core principals of the creative curriculum**

### **Coverage**

Each topic has been specifically chosen to ensure coverage of the breadth and balance aspects of the National Curriculum.

### **Engagement**

At Park Lane we value the opinion of our pupils and recognise that an element of choice in learning is very valuable in encouraging engagement and enjoyment. We make it a priority to give opportunities for pupils to have a say in the specifics of their learning. We intend to set projects and tasks within the topic, where pupils can decide on the content and format of the outcome.

### **Purpose Driven Learning**

To support engagement and to foster self-motivation and expectations, each teacher will ensure that topics include many opportunities for tasks which have a genuine audience and / or purpose.

### **Life skills**

We intend all children to leave our school as successful learners. Our hope is that children are literate and numerate and working within the UK national expectations/year group expectations and that they can apply these skills independently in a variety of settings.

### **Community**

At Park Lane Primary School, we work hard to provide an atmosphere of care and support for one another. It is our intention to provide opportunities within our teaching to promote the values of care for others, understanding of our connections with other people around the world, and a sense of family and community within our locality.

### **Organisation**

Thematic topics are taught across the school. These topics encompass skills and areas of study from a number of subjects. In most cases, topics last 10-12 weeks. Where coverage of a subject is required but does not fit naturally into a topic, discrete teaching will occur. This is most often the case in P.E. and in some areas of Science.

### **EAL (English as an Additional Language)**

An EAL programme is available for children who require support with learning the English language. Children are assessed by the EAL teacher at the beginning of the school year to determine the level of support required. In most cases, children are withdrawn from their class for one to one or small group intervention or supported within the classroom as needed.

### **Czech Education Programme (Czech for Czech Native Speakers)**

This programme is for students who have Czech as their first language. It enables Czech students to achieve a high standard of spoken and written Czech and to sit the Czech Ministry of Education examinations on an annual basis as part of these lessons. The programme starts in Reception and continues up to Year 13. From Year 2 children of Czech nationality need to be formally registered in a Czech state school, chosen by their parents. Our Czech partner school is Základní škola Jeseniova in Prague 3.

### **Czech Education Programme (Czech as an Additional Language)**

This programme is for students who do not have Czech as their first language. The lessons are taught by our Czech teachers and enable students to learn basic Czech vocabulary for use in their environment. Students learn colours, numbers, animals, common phrases etc. After successfully undertaking an initial assessment test, children with other nationalities, who prove fluent in Czech, can also join the classes primarily aimed at the children of Czech nationality.

All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups/phases. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

At Park Lane we use subscriptions to subject associations to keep up-to-date with subjects and to support teaching with quality resources. Curriculum coverage is mapped against long term plans to ensure that there are no gaps in our curriculum.

## **EYFS**

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. The areas are further divided into three prime areas, and four specific areas, and these aim to help the children in our care to grow, learn and develop in the best way possible. These provide a framework for planning, teaching and assessment as well as an essential link between Reception and Year 1.

The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

### **The three prime areas of learning and experience are:**

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

The prime areas are strengthened and applied through 4 specific areas.

### **The four specific areas of learning and experience are:**

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

The Early Years curriculum is play-based and planned through a series of themes and topics, (continuous provision) each of which offer experiences in all seven areas.

## **Czech Curriculum**

At Park Lane, we believe the Czech language is fundamental to the overall development of our Czech pupils and their access to the Czech curriculum in all its aspects.

[The Czech programme follows its policy.](#)

## **Inclusion**

At Park Lane International School we believe that every learner, regardless of their background or ability, deserves equitable access to learning experiences, as well as the

opportunity to reach their full potential within a safe and supportive learning environment that fosters self-respect and confidence. We value diversity and offer learning experiences tailored to individual needs and interests, building on each child's strengths, while nurturing their areas of growth and addressing any barriers to learning.

Our inclusive, principled, caring and empathetic values and practices are in alignment to the vision and mission at Park Lane International School, "preparing the young people of today for the unknown occupations of tomorrow", in a just and sustainable world where all individuals are provided with equitable opportunities to lead a happy, safe and productive life, while supporting all learners to become fully attuned to global issues and develop their awareness.

Park Lane is home to a diverse group of learners, each with their own unique learning style and profile. It is therefore the responsibility of every educator to nurture the 'whole child' by addressing their cognitive-academic, physical, and social-emotional development, providing thoughtful and appropriate supports, tailored to each individual.

Provision for children with Special Educational Needs and Disabilities (SEND) is a collective responsibility throughout the school community. Further information can be found in the EYFS and Primary Learning Support Policy and Practice document.

## **Challenge and Potential**

We are committed to giving all pupils an equal opportunity to maximise their potential, regardless of each child's starting point.

The school encourages a growth mindset in both pupils' attitudes to learning, and in staff attitudes towards the abilities of pupils. It is felt that labelling a child as 'gifted' can sometimes be detrimental to the progress of that particular individual, and other learners around them. Undoubtedly, we all have different strengths and talents, but the school believes that the overriding message to pupils should be one of maximising potential.

Teachers know all too well that differentiation is a regular part of classroom life, but that, like teaching in general, it is not an exact science; our practice is an ongoing learning process, and we learn by doing. Thus, teachers are encouraged to keep the importance of differentiation in mind, and to try new techniques where possible, which may or may not be successful.

## **Aims**

- Close attention to the needs of the individual pupil through differentiation of tasks
- Careful monitoring of every child's progress
- Ensuring there are high expectations of what pupils can achieve
- Encouraging pupils to think for themselves, to ask questions and to contribute ideas

The school keeps a register of pupils who have been recognised as having 'higher learning potential' (HLP) for a particular subject or skill, within the context of their peers. This list is collated and maintained by the **DHoP in Primary** alongside the **Learning Support and Inclusion Coordinator**. Much of the data comes from the **Rising Stars Assessment results in Primary**. It should not be viewed as a definitive list; pupils can both be added and removed at any point.



Ultimately, the best indicator of a child's potential in a subject is the teacher's - the subject expert's - judgement. Teachers are able to nominate pupils for the register at any time.

### **Assessment, Recording, Monitoring and Evaluation**

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and to plan the next steps for learning.

Formative assessments take many different forms and are reflected in a pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve.

At Park Lane we believe that **marking and feedback in the moment is a vital form of communication between child and teacher/teaching partner**. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. All feedback should be meaningful, manageable and motivating.

Summative assessments (*Rising Stars Half Termly Assessments*) support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils.

Parents/carers are kept up-to-date with their child's progress and development. Park Lane organises **twice-yearly Parent-Teacher consultations**. These take place in the second half of the Autumn Term and the second half of the Spring Term. During this meeting parents/carers will have the opportunity to find out about the progress of their child and the child's level in Reading, Writing and Maths and what their next steps are.

In preparation for the Parent-Teacher Consultations, class teachers complete a feedback form and this is used as a guidance when the consultations take place. In Y3 – 6 each child completes a **Pupil Feedback form**.

In December a **Mid-Year written report** is sent home and in June an **End of Year report** is a detailed report sent home for every pupil in the school.

In Y1 – Y6, **short progress reports** are sent home for every pupil two times a year (Autumn and Spring) indicating the results from the progress tests (Rising Stars) and an area for development in Mathematics and English.

### **Links with other policies**

This policy links to the following policies and procedures:

- ⇒ *Teaching and Learning policy*
- ⇒ *Primary Assessment policy*
- ⇒ *Learning Support policy and practice*
- ⇒ *Feedback, Marking and Presentation policy*
- ⇒ *Homework Policy*
- ⇒ *Curriculum Guidelines*



