



DITCHAM PARK SCHOOL

Where every child is known and valued

Curriculum Policy

Compiled by	Headmaster
Approved by	SLT
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Curriculum Policy

CURRICULUM AIMS

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Promote an appreciation of and respect for diversity
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills, metacognition and resilience to challenge
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils up to the age of 16 that lead to qualifications, such as GCSEs, are approved by the secretary of state
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met



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- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children 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

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The curriculum at Key Stage 1 and EYFS are the responsibility of the Head of EYFS/KS1. At Key Stage 2, each subject area is led by a subject co-ordinator.

In the senior part of the school, each department is the responsibility of a Head of Department. These members of staff have accountability for the curriculum within their subject area and for the progress and learning of the pupils within this.

ORGANISATION AND PLANNING

The curriculum at Ditcham Park follows the National Curriculum in all key stages. In the Junior Department, all weekly, medium and long-term planning is shared on SharePoint. All MTP makes reference to the fundamental British values which are recognised and discussed across the curriculum

PSHE/RSE is delivered as a subject area and the department has subscribed to Kapow Primary for the content and resources.

The spiritual, moral and cultural education of our pupils is embedded into our curriculum and is within our relationships with pupils and our ethos as a school.

In the senior school, PSHE – including RSE/HE - is the responsibility of the subject leader and HoS who ensure the curriculum is comprehensive and responsive to changes in KCSIE.

INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- Pupils with low prior attainment
- Pupils who have previously been in care/adopted
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.



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Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

MONITORING AND ARRANGEMENTS

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through: school visits; Education Sub Committee; SLT; the Teaching and Learning Team.

At EYFS/KS1, the Head of EYFS and KS1 will monitor the way in which the curriculum is being planned and delivered. At KS2, this is done by the Head and Deputy Head of Juniors. At KS3 and KS4, Heads of Department monitor the way their subject is taught. These managers are also responsible for the way in which resources are stored and managed. This policy will be reviewed every year by Head of Juniors and the Head of Seniors. At every review, the policy will be shared with the full governing board.

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- EYFS policy
- Marking and Feedback Policy
- Assessment policy
- Reporting and Recording Policy
- Non-examination assessment policy
- Equality information and objectives.
- Co-Curricular Policy

At Ditcham Park School our mission is to nurture and encourage each child to learn and progress within a supportive environment so that our pupils develop into confident young people who go out into the world with the skills and desire to improve it.

Our ethos whereby ‘Every child is known and valued’ is founded on outstanding pastoral care, excellent teaching and an all-round approach to education.

Ditcham Park School’s Aims

- 1. Identify and develop each child’s interests and abilities**
- 2. Promote Academic Excellence**
- 3. Provide an environment where pupils are happy and where they can flourish**
- 4. Prepare pupils for the future**
- 5. Connect with the Community**



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We are a school which teaches children aged rising 3 to 16 with a range of ability levels.

Our taught curriculum is essentially planned and delivered through the 5 nationally recognised 'Key Stages' within this age range as identified below:

- Early Years and Foundation Stage (EYFS) - Pre-School (Ditcham Dragonflies) & Reception
- Key Stage 1 – Year 1 and 2 (Pre Prep and Prep)
- Key Stage 2 – Years 3 to 6 (Transition, Lower, Middles and Uppers)
- Key Stage 3 – Year 7 to 8 (Forms 1 & 2)
- Key Stage 4 – Year 9 to 11 (Forms 3, 4 & 5)

Throughout the school there is an emphasis on delivering the curriculum in a creative and appropriate manner to interest, challenge and stimulate the children.

EYFS

In the Pre-School and Reception class we follow a programme of learning in accordance with the aims and principles of the Early Years Foundation Stage as detailed in the 'Statutory Framework' document (2017).

Key Stages 1 & 2

The Teaching focus in the primary years is on the encouragement and development of happy, confident and independent learners. We use the Literacy and Numeracy frameworks as a base for teaching and learning using the National Curriculum to inform other subjects. We have, however, adapted the National Curriculum to suit our purposes. For Key Stage 1, whilst maintaining a focus on literacy and numeracy, a cross curricular 'topic' based method is used to deliver the breadth of curriculum subjects.

At Key Stage 2 pupils have a timetable of up to 14 subjects each week some of which are taught by specialist teachers from the Senior School. Cross curricular teaching alongside a broad activities programme enables pupils to apply their knowledge and understanding within wider educational contexts.

Key Stage 3

Key Stage 3 marks the start of the senior school. Teaching is delivered by specialist senior staff. Teaching broadly follows National Curriculum guidelines in most subject areas and particularly in English, mathematics and science. The aim of this stage in our pupils' education is to develop a love and understanding of a broad range of disciplines and to lay the foundation learning at GCSE level. Over the two years, pupils study 16 subjects. In the 3rd term of year 8 (Form 2) pupils select their GCSE 'option' choices.

Key Stage 4

At GCSE, English (Language and Literature), mathematics and science (taught either as 'combined' or 'separate' sciences) form the 'core' curriculum and comprise 60% of a pupil's learning.

In addition to the 'core' subjects, we aim to encourage our pupils to select as wide a range of 'option' subjects as possible to ensure breadth of learning experience. Ditcham Park School offers 19 possible 'option' subjects at GCSE. Full details of these GCSEs, including subject specifications and examination boards, can be found in the GCSE Options booklets which are issued to all parents and pupils.



SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATHS (STEAM)

The Rationale

Conscious that technology is changing the way we live and work, our STEAM programme is designed to realise one of our school's aims to 'Prepare pupils for the Future' by providing pupils with relevant technological and creative skills necessary for success in a rapidly changing world. Our curriculum aim is to utilise the combined disciplines of science, technology, engineering, the arts and mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

The STEAM Programme

At the core of our STEAM program is the timetabled STEAM curriculum lessons that take place both in the Junior (KS1&2) and Senior (KS3&4) school. In the Junior school these lessons are planned and delivered by the class teacher with expert support from their science and maths co-ordinators. In the Senior School, students receive compulsory STEAM lessons once a week in Years 7, 8 and 9. These STEAM lessons focus on the skills and habits of mind required to be successful in our new digital age. Students are challenged to be creative, problem solving, critical thinkers and designers in a series of workshops all taught by specialist teachers. Some of these STEAM lessons have included learning how to code using Lego Mindstorm robots, building a Siemens Greenpower Challenge Car and studying Science Fiction literature and film. This compulsory aspect of the curriculum is really important to help students become informed and aware of STEAM careers before **making GCSE option choices**. We also offer comprehensive extra-curricular STEAM workshops during the school day including participation in some of the most exciting national STEAM competitions such as BP, Shell, First Lego League and the National Science and Engineering Competition.

STEAM Speaker Programme

To complement our curriculum lessons we have introduced a STEM speaker programme to provide an opportunity for our pupils and their parents to meet and listen to inspirational figures with a STEM background. Speakers have included a Futureologist, David Smith who talked about future careers, a Director of Operations for Google UK, Craig Fenton, who talked about Artificial Intelligence, Virtual Reality and Augmented Reality and Dr Sam Aaron who invented Sonic Pi and uses his coding skills to compose music. Helen Sharman CMG OBE, the first Briton in space, visited Ditcham Park School as our guest of honour for our Founder's Day and Prize Giving. She delivered a fascinating talk about her training and experiences as an astronaut.

STEAM Educational Visits

Students have been on inspiring day trips to visit the Ben Ainslie Racing (BAR) headquarters in Portsmouth and the Big Bang Fair in Birmingham, the largest STEM exhibition in the UK.

Co-Curriculum

The Juniors have a one hour clubs session during the school day, once a week. They are able to choose from a variety of activities, sporting, technological and creative, each term.

In addition to the physical activity provided through PE lessons and organised sport, Seniors have a varied activities curriculum which takes place at the end of the school day as well as after school activities programme. The Duke of Edinburgh Award Scheme is very popular with pupils in Forms 3, 4 & 5.



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PSHE and Citizenship & Assemblies

At Ditcham Park School we believe that PSHE and Citizenship for both the Senior and Junior School should enable children to become healthier, more independent and more responsible members of society. PSHE covers all aspects of the school's planned delivery to promote pupils' personal, social and moral development - including health and well-being. The study of PSHE and Citizenship promotes the development of personal and social skills and the provision of opportunities to help develop and stretch the skills of enquiry, communication, participation and responsible action. The study of PSHE and Citizenship, in conjunction with one another, enables pupils to have the knowledge and understanding to become informed citizens.

An assembly programme is linked to the PSHE curriculum. Outside speakers regularly address pupils in the Juniors and Seniors relating to charity issues, adventure, drugs and alcohol, screen time and important topical issues.

Careers and Further Education

The school has a designated member of staff who is the Careers and Further education officer. He maintains a collection of current literature regarding careers and Sixth Forms and Colleges. All Form 4/5 students are encouraged to use ICT, particularly the 'Kudos' and 'Pathfinder' software to identify potential career avenues and assist with the selection of suitable A' level courses. Virtually all DPS students go on to take A' levels and/or BTECs at College or Sixth Form. A well organised Careers and Further Education event is organised in September of Form 5 which provides an opportunity for students to meet representatives from the Sixth Forms and Colleges in the area to find out what courses they have to offer. Outside speakers talk to Form 4/5 students about careers.

Special Educational Needs and Disabilities (SEND)

We recognise that some pupils in the school will have Special Educational Needs and/or Disabilities (SEND). If they have an Education Health and Care Plan (EHCP) or require additional learning support then this will be provided, covering the four different categories of SEND as detailed in the SEND Code of Practice (2015). The school identifies SEND pupils with a range of cognitive and psychology assessments, which are detailed within the SEND Policy for both the Senior and Junior school.

All teachers are responsible for the progress of SEND pupils within their classroom. Every teacher is a teacher of SEND. Teachers will monitor the academic progress of all SEND pupils and provide a curriculum that is adapted to meet the needs of all SEND pupils.

More Able Provision

Ditcham Park School aims to provide stretch and challenge for all its pupils, including those who are more able. Provision for these pupils includes:

- scholarship awards
- scholarship programmes; additional opportunities
- a range of co-curricular activities to promote further interest and ambition