



**CURRICULUM
POLICY 2016-2017**

LONG CLOSE SCHOOL
Upton Court Road
Slough
Berkshire
SL3 7LU

Senior School date reviewed: 12/09/2016 Senior School next review date: 12/09/2017 D McCarthy

Prep School date reviewed: 13/09/2016 Prep School next review date: 13/09/2017 S Field

Long Close Curriculum Policy

Introduction

The curriculum we follow at Long Close is planned in order that we promote learning, personal growth and development. It includes not only formal requirements of the National Curriculum, but also additional elements aimed at broadening and enriching the children's experiences including events, trips and visitors. Through the curriculum we support the school's values and with the aim that our pupils grow into positive and responsible people. We encourage the pupils to work co-operatively with others, while at the same time developing their knowledge and skills that enable them to achieve their true potential. We value the breadth of the curriculum that we provide. We aim to foster creativity in our pupils and to help them become independent learners.

Aims

The aims of our school curriculum are:

- To enable all pupils to learn, and develop their skills, to the best of their ability;
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid base for lifelong learning.
- To give pupils a strong foundation in English and mathematics, which will enhance their learning in other subjects.
- To enable all pupils to be creative and to develop their own thinking.
- To help pupils understand Britain's cultural heritage.
- To appreciate and value the contributions of all in our multi-cultural society;
- To enable pupils to be positive citizens.
- To fulfil the requirements of the National Curriculum and GCSE syllabus.
- To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong.
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To enable the children to develop lively, independent and enquiring minds.
- To develop a positive, confident attitude towards their learning and strive to achieve their best.
- To develop awareness and understanding of spiritual, moral and cultural issues
- To promote physical development and a healthy lifestyle for all pupils
- To teach to a high standard; this will enable all children to achieve their personal best.
- Through PSHE to promote British values.

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Organisation and Planning

At Long Close we give an overview of the year's curriculum in long term plans; medium term plans provide the term's plan in each subject; and short term plans give a breakdown of each lesson week by week. Long term and medium term plans are reviewed on an annual basis.

Through our medium term plans teachers give clear guidance on the objectives and teaching they use for each topic or area of the curriculum. We follow the National Curriculum for English and mathematics. All plans are working documents that are constantly evaluated.

The short term plans are written by teachers on a daily or weekly basis in their teacher's planners. These are used to set out the learning objectives for each session, and to identify which resources and activities they are going to use in the lessons. They can be found in the Teacher's Files, especially in regard to formative assessment.

In the Early Years, and at Key Stage 1, we adopt a topic approach to curriculum planning for the humanities subjects. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and that there is planned progression in all curriculum areas.

In Key Stage 2 and 3 the curriculum is taught in individual subjects: art, design technology, drama, geography, history, ICT, physical education, religious studies, Spanish, as well the core curriculum subjects of English, mathematics and science.

Swimming is also taught in all three terms in Reception and KS1; and in KS2 during one term per year (normally the Spring term). Pupils have lessons at a local swimming pool. Indeed, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

In Key Stage 4 the students study the following GCSEs:

Yr11	Yr10
<ul style="list-style-type: none">• English Language• English Literature• Maths• Additional Science• Additional Science• Geography• RS• Art/ History• Spanish/ ICT	<ul style="list-style-type: none">• English Language• English Literature• Maths• Double Science• Geography• RS• Art/ ICT• Spanish/History• Music (outside of school time)

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Inclusion

The curriculum at Long Close is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done after their parents have been consulted.

If a pupil requires learning support Long Close does all it can to meet these individual needs, and we comply with the requirements set out in the SEN Code of Practice and our own Learning Support Policy. This process is carefully overseen by the Learning Support Co-ordinator who liaises with the KS 1 & 2 Class/ Form Tutors, who are also English and mathematics teachers, and English and mathematics teachers in KS3 & 4. Assistance is provided by Learning Support Assistants as required, either within the classroom or on an individual basis. The Learning Support Policy includes details of how individual learning maps are constructed and used in school.

We are committed to meeting the needs of pupils with disabilities. All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared to able bodied children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials maybe adapted.

Equal Opportunities

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual opinions and ideas will be respected and valued.

The Role of Subject Coordinators in the Preparatory School

In the Preparatory School (Year 1 to Year 6) subject coordinators have been established for some of the subjects. The Head of Preparatory School oversees all subjects and manages English and mathematics. She ensures there is strategic planning and direction for the subject and there is breadth and balance across the curriculum.

The role of subject coordinators:

- Oversee the curriculum and planning for the subject
- To prepare a policy, in conjunction with the National Curriculum for English and mathematics and as guidance for the other subjects, to include a scheme of work for the individual subjects at KS1 & 2.
- To ensure that there is coherence in planning between the learning stages which is smooth and meaningful.
- To help devise a useful and meaningful system of assessment and reporting.
- To keep abreast of current educational thinking.
- Provide efficient resource management for the subject.
- Support and advise colleagues on issues related to the subject and attend training as required.

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The Role of the Head of Department in the Senior School

The role of Head of Department is to:

- Oversee the curriculum and planning for the subject
- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject
- Maintain the quality of teaching and learning for the subject
- Maintain a departmental development plan and present this annually to the senior leadership team

It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. It is their duty to review the way the subject is taught at Long Close, and plan for improvement. The development planning links to whole school objectives. Each Head of Department reviews the curriculum plans and ensures that progression is planned into the schemes of work.

The Head of Department monitors the way that a subject is taught throughout the Senior School. They examine all subject plans and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.

Overall responsibility for the Curriculum

The Head Master, Head of the Senior School/ Deputy Head, Head of the Preparatory School have overall responsibility for the curriculum. They oversee curriculum planning and provide guidance to the heads of department and subject co-ordinators through staff training and staff meetings.

Senior School date reviewed: 6th September 2015

Reviewed and amended: 12^h September 2016

Next review: 12th September 2017

David McCarthy, Deputy Head

Prep School date reviewed: 13th September 2016

Next Review: 13/09/2017

Sarah Field, Head of Prep School

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