



UNICORN SCHOOL

CURRICULUM & EDUCATION POLICY

This policy applies to all children at Unicorn School, including those in the EYFS.

RESPONSIBILITY

Staff Member:

Governors' Committee:

Headteacher

Education & Staffing

Last Reviewed:

Approved by Committee:

December 2022

February 2023

CURRICULUM & EDUCATION POLICY

This policy applies to all children at Unicorn School, including those in the EYFS.

The Curriculum & Education Policy should be read alongside the school's Assessment, Tracking and Reporting Policy, SEND Policy and the Able, Gifted and Talented Policy.

Aims

The Unicorn School's curriculum follows statutory requirements and is underpinned by the National Curriculum. The School provides an education enabling pupils to become confident, capable and enthusiastic learners and explorers, both in school and out. This will enable them to face difficulty and uncertainty calmly, confidently and creatively.

The School aims to:

- provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- provide pupils below compulsory school age with a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (see section on EYFS).
- cater for the unique qualities in each and every child through its broad curriculum and rich learning experience
- foster pupils' creativity and develop essential skills, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education
- ensure pupils acquire skills in speaking and listening, literacy and numeracy
- provide opportunities for all pupils to learn and make progress, and develop as rounded individuals from Nursery to Year 6 by ensuring that the subject matter is appropriate for the ages, aptitudes and needs of all pupils, including the education requirements of pupils with an EHC plan
- provide personal, social, health and economic education which reflects our school's aims and ethos
- encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a) (It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.)
- promote high standards in teaching and learning to provide opportunities for all children to learn and make progress

- inspire pupils to make a commitment to life-long learning ensuring adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life
- provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Teachers at Unicorn School are required to

- enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- deliver well planned lessons using effective teaching methods, activities and management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons;
- demonstrate good knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of a good quality, quantity and range;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly;
- promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- ensure that they do not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
Paragraph 4:

Equal Opportunities

As a non-selective school for children in EYFS through to Year 6, Unicorn operates an equal opportunities policy and seeks to promote community cohesion. The School recognises the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Disabilities

In accordance with the statutory requirements, the School aims to make the curriculum accessible to all pupils, including pupils for whom English is an additional language, as far as is reasonably practicable. (*Please see our Accessibility Plan*)

British Values

We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is done through a variety of activities including but not restricted to School Council, assemblies, PSHE and RSE lessons, involvement in the Borough Pupil Parliament and Junior Citizenship activities. Regular Staff meetings are held to help embed this across the school.

Differentiation, scaffolding and adaptive teaching

Most subjects are taught in mixed ability groups and a variety of differing teaching and learning methods and materials are used to suit pupils' different needs. Our high teacher:pupil ratio and split class timetabling which enables children to be taught in half classes for some of their core subjects means that we are able to provide a high level of support or extension when needed. This includes subject matter appropriate for the ages and aptitudes of pupils, including those pupils, if any, who have an EHC plan. Where a pupil has an EHC plan, we will provide education which fulfils its requirements. Learning support is provided by specialist teachers for pupils with special educational needs who require help in a specific area of learning and/or disability. Provision Maps are provided for these children (*see SEND policy*).

EYFS

To be read in conjunction with the separate EYFS Policy.

The curriculum is planned with reference to Development Matters, the Statutory Framework for the Early Years Foundation Stage and the Early Years Foundation Stage Profile. Planning is topic-based and highly flexible on both a long and short-term basis so that the individual needs and interests of the children can be taken into account. On-going observation and assessment also influence the planning and we reflect on the different ways that children learn and demonstrate this in our practice. Three characteristics of effective teaching and learning are:

- playing and exploring
- active learning
- creating and thinking critically

There are seven areas of learning and development that shape our educational programmes, all of which are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are the prime areas. There are also four specific areas, through which the prime areas are strengthened and applied.

The prime areas of learning

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

The specific areas of learning

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

Subject specialists teach Computing, Physical Education, Swimming and Music.

(Please see the EYFS Policy for further details.)

In KS1 and KS2 all subject planning is underpinned by the National Curriculum and is enriched by a wide a variety of resources and schemes. Please see subject long term plans and curriculum subject leader documents from the Rolling Programme.

KS1

Subjects Taught:

Mathematics, English including Synthetic Phonics, Science, History, Geography, Music, French, Art and Design Technology, Computing, Physical Education, Swimming, Religious Education, PSHE and RSE

Subject specialists teach Computing, Art, French, Physical Education, Swimming and Music.

All children have a half day Forest School session every other week, year round

KS2

Subjects taught:

Mathematics, English, Science, History, Geography, Music, MFL, Art, Design Technology, Computing, Physical Education, Drama, Swimming, Religious Education, PSHEE, RSE and Reasoning

Subject specialists teach Computing, MFL, Music, Art, D.T, Drama, Swimming, Physical Education and Science. All Junior children go off site one afternoon a week for Games.

On Thursday afternoons all junior children participate in a variety of enrichment activities (clubs). For 2022/23 these clubs are: cooking, pottery, horse riding, squash, golf, debating, street dance, indoor ski-ing, forest school, coding, D&T, Art extension, poetry writing and sailing.

Cross-Curricular Teaching: Much of the teaching in Unicorn School is taught with a cross-curricular approach. There are normally one or two projects within a term which can be history, geography, literacy or science-based depending on the year group.

A class topic web for each term is displayed on Firefly and in classrooms.

Use of technology

Computing is taught as a subject in its own right but, where appropriate, ICT is also incorporated across the curriculum. All classes from Yellow to UV have their own set of iPads, ICT club is also offered to both Infants and Juniors.

Review, Evaluation and Development of the Curriculum

At the time of writing, the staff at Unicorn school are involved in a whole scale review of foundation subjects such as History, Geography and R.E. Staff are reviewing content and disciplinary knowledge with a view to making sure what the children learn over their time at Unicorn is provided in a coherent and logical way and provides them with embedded knowledge moving forward, disciplinary skills. In addition, we want to ensure that the teaching of topics give meaningful regard to diversity and inclusion. This review started in 2021 and will extend to 2023.

Subject policies, plans and monitoring

Full details of the subject policies, curriculum overviews by subject and year and long-term plans are kept on the Staff Sharepoint

Subject co-ordinators are responsible for drawing up and monitoring long term plans. When subjects are not taught by subject specialists, the medium-term plans for these areas are drawn up by the Class Teacher at the beginning of every half-term. These plans are placed in the Staff Sharepoint and checked and initialled by the Subject co-ordinators. Medium-term plans by subject specialists are checked by the SLT

Subject Co-ordinators are expected to annually:

- update subject policies and monitor long term plans
- hold a staff CPD session to aid teachers with their subject delivery and provide support with resources.
- Keep abreast of new initiatives within their subject area by attending relevant cluster meetings or accessing training.
- complete a book look and planning review with teachers who teach their subject (ie 2-3 book looks each term) and record and discuss any issues that arise (please see appendix)
- complete a subject evaluation document (SED – please see appendix) that will be reviewed at SLT. This will include a review of how the subject is being taught, plans for the future including any budget requests.

Where Subject co-ordinators are specialist teachers they will be paired with a member of SLT who will be involved in the monitoring and overview of their subject.

Updated

December 2022- PF

February 2022 - PF

February 2019 - KT

February 2017 – JAR

July 2015 – KT

SUBJECT CO-ORDINATORS 2022-23

HEAD OF TEACHING AND LEARNING
HEAD OF INFANTS & EYFS

MR JONES
MRS LANGDON

	INFANTS INCL EYFS	JUNIORS
ART	MRS DAW	
ENGLISH	MR JONES AND MRS BIRD	
MFL	MRS PALMER	MR GLADSTONE (MATERNITY LEAVE COVER)
GAMES	MRS YOUNG	
GEOGRAPHY	MISS ENGELMANN	
HISTORY	MISS O'GORMAN	
ICT/COMPUTING	MISS BOTES	
MATHEMATICS	MR GLADSTONE (MATERNITY LEAVE COVER)	MRS WALCOT
MUSIC	MISS GRESSON	
PSHEE	MRS YOUNG	
RELIGIOUS EDUCATION	MRS FRALEY	
RSHE	MRS YOUNG	
SCIENCE	MRS ROBLIN	
SPECIAL EDUCATIONAL NEEDS INCL EYFS	MRS RENNA	

EYFS CHARACTERISTICS OF EFFECTIVE LEARNING

PLAYING AND EXPLORING	FINDING OUT AND EXPLORING	SHOWING CURIOSITY ABOUT OBJECTS, EVENTS AND PEOPLE	
		USING SENSES TO EXPLORE THE WORLD AROUND THEM	
		ENGAGING IN OPEN-ENDED ACTIVITY	
		SHOWING PARTICULAR INTERESTS	
	PLAYING WITH WHAT THEY KNOW	PRETENDING OBJECTS ARE THINGS FROM THEIR EXPERIENCE	
		REPRESENTING THEIR EXPERIENCES IN PLAY	
		TAKING ON A ROLE IN THEIR PLAY	
		ACTING OUT EXPERIENCES WITH OTHER PEOPLE	
	BEING WILLING TO 'HAVE A GO'	INITIATING ACTIVITIES	
		SEEKING CHALLENGE	
		SHOWING A 'CAN DO' ATTITUDE	
		TAKING A RISK, ENGAGING IN NEW EXPERIENCES AND LEARNING BY TRIAL AND ERROR	
ACTIVE LEARNING	BEING INVOLVED AND CONCENTRATING	MAINTAINING FOCUS ON THEIR ACTIVITY FOR A PERIOD OF TIME	
		SHOWING HIGH LEVELS OF ENERGY, FASCINATION	
		NOT EASILY DISTRACTED	
		PAYING ATTENTION TO DETAILS	
	KEEPING ON TRYING	PERSISTING WITH ACTIVITY WHEN CHALLENGES OCCUR	
		SHOWING BELIEF THAT MORE EFFORT OR A DIFFERENT APPROACH WILL PAY OFF	
		BOUNCING BACK AFTER DIFFICULTIES	
	ENJOYING ACHIEVING WHAT THEY SET OUT TO DO	SHOWING SATISFACTION IN MEETING THEIR OWN GOALS	
		BEING PROUD OF HOW THEY ACCOMPLISHED SOMETHING – NOT JUST THE END RESULT	
		ENJOYING MEETING CHALLENGES FOR THEIR OWN SAKE RATHER THAN EXTERNAL REWARD OR PRAISE	
	CREATING AND THINKING CRITICALLY	HAVING THEIR OWN IDEAS	THINKING OF IDEAS
			FINDING WAYS TO SOLVE PROBLEMS
FINDING NEW WAYS TO DO THINGS			
MAKING LINKS		MAKING LINKS AND NOTICING PATTERNS IN THEIR EXPERIENCE	
		MAKING PREDICTIONS	
		TESTING THEIR IDEAS	
		DEVELOPING IDEAS OF GROUPING, SEQUENCE, CAUSE AND EFFECT	
CHOOSING WAYS TO DO THINGS		PLANNING, MAKING DECISIONS ABOUT HOW TO APPROACH A TASK, SOLVE A PROBLEM AND REACH A GOAL	
		CHECKING HOW WELL THEIR ACTIVITIES ARE GOING	
		CHANGING STRATEGY AS NEEDED	
		REVIEWING HOW WELL THE APPROACH WORKED	

Book Monitoring Feedback Form

Subject:		Class reviewed:		Date of monitoring:		
Term:		Class Teacher:		Date of meeting:		
Book monitoring questions:					Yes	No
Does the learning follow the subject's long- and medium-term plans?					<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of differentiation/adaptive learning? If so, give an example:					<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of SEND provisions in place (where applicable)?					<input type="checkbox"/>	<input type="checkbox"/>
Has children's learning been assessed and marked in line with the Marking Policy?					<input type="checkbox"/>	<input type="checkbox"/>
Have the children had opportunities to respond to marking and feedback?					<input type="checkbox"/>	<input type="checkbox"/>
Is there a range of different learning opportunities (e.g. writing, drawings, diagrams...) Examples:					<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of digital learning? If so, give an example:					<input type="checkbox"/>	<input type="checkbox"/>
Any other comments:						
Questions for the feedback meeting:						
<ol style="list-style-type: none"> 1. What are some of the highlights of teaching this subject? 2. What strengths and areas for development do you have? 3. What changes might you envisage if you teach this subject next term/year? 4. Do you need any further support e.g. CPD? If so, please specify. 						
Summary of meeting (this information will help you complete your SED in Summer 2):						

2022 UNICORN SCHOOL OBSERVATION FORM

NAME OF TEACHER	OBSERVED BY	CLASS AND YEAR	SUBJECT AND TOPIC	DATE

WHAT DID THE TEACHER WANT THE CHILDREN TO LEARN? WAS THIS CLEAR TO THEM?

WAS PRIOR KNOWLEDGE ASSESSED?

WAS QUESTIONING USED EFFECTIVELY? PLEASE GIVE EXAMPLES

NOTES ON CHILDREN'S ENGAGEMENT IN AND ENJOYMENT OF THE LESSON

NOTES ON LESSON ORGANISATION (E.G. PACE, TIMING, ORGANISATION)

NOTES ON USE OF RESOURCES, INCLUDING TEACHING ASSISTANTS/ OTHER ADULTS

WERE DIFFERENTIATION /SCAFFOLDING STRATEGIES USED EFFECTIVELY?

WERE ASSESSMENT STRATEGIES USED EFFECTIVELY (INCLUDING PEER- AND SELF-ASSESSMENT AND REFLECTION OPPORTUNITIES)?

WAS THERE ANY EVIDENCE OF WIDER LEARNING (E.G. VIRTUES, BRITISH VALUES)

DID THE LESSON COINCIDE WITH THE LONG, MEDIUM AND SHORT TERM PLANNING. IF NOT, WHY NOT?

WHAT WERE THE PARTICULAR STRENGTHS OF THIS LESSON?

WHAT ASPECTS MIGHT YOU SUGGEST FOR THE TEACHER TO REFLECT ON?

POINTS ARISING FROM FOLLOW UP DISCUSSION

2022 UNICORN SCHOOL PLANNING SHEET FOR LESSON OBSERVATIONS

NAME OF TEACHER	CLASS AND YEAR	SUBJECT AND TOPIC	DATE

LEARNING INTENTION + SUCCESS CRITERIA (IF RELEVANT)

--

PRIOR LEARNING

--

BRIEF OUTLINE OF LESSON

--

SCAFFOLDING/DIFFERENTIATION INCL STRATEGIES FOR PARTICULAR (NAMED) CHILDREN

--

ASSESSMENT STRATEGIES (INCLUDING PEER- AND SELF-ASSESSMENT AND REFLECTION OPPORTUNITIES)

--

FOLLOW UP WORK: (INCLUDING HOMEWORK, WORK TO BE DONE IN SUBSEQUENT LESSONS)

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Subject Evaluation Document

Subject:		Name of co-ordinator:		<i>The purpose of this form is to summarise findings from the annual subject review by subject co-ordinators, to identify areas of development and to suggest future changes.</i>
Date of review:		Year groups reviewed:		
Overall summary of findings (<i>strengths, areas for development, trends and extra-curricular/enrichment opportunities, SEND provision</i>)				Recommendations (<i>specific training needs, areas for development and future CPD</i>)
Marking & feedback (<i>Is marking and feedback being evidenced in line with the Marking & Feedback Policy? Are children responding to feedback?</i>)				CPD sessions delivered (<i>include date, content and audience</i>)
Proposed changes to the subject (<i>curriculum development or plans, best practice and educational trends</i>)				Co-ordinator CPD training attended (<i>if applicable</i>)
Enrichment opportunities for the future (<i>trips, workshops & CPD</i>)				Budget and/or training requests