

CURRICULUM POLICY

The Paragon School

Policy Owner Assistant Head, Academic	Applies to The Paragon School	Superseded documents Curriculum Policy 2019
Associated documents SEND Policy Positive Behaviour Policy Safeguarding Policy Teaching, Monitoring and Assessments Policy And those noted throughout the policy.	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 1 October 2021	Legal Framework KCSIE 2021 The Independent Schools Standards DfE National Curriculum in England Framework and Guidance EYFS Framework 2021

1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Paragon School provides a full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) by providing them with all the experiences and opportunities to learn and make progress, regardless of their ability. Our school's curriculum includes all the planned activities that we organise in order to promote learning, personal growth and development whilst supporting the school's aims and ethos and preparing pupils adequately for the opportunities, experiences and responsibilities they will encounter in their adult lives. We also have flexibility to take advantage of major events, cultural references and the current climate.

There are also extensive co-curricular activities offered at The Paragon School to enrich the children's experience and provide opportunities for cerebral, creative and physical skill development. It also includes the 'hidden curriculum' - where the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

2. Mission Statement

- To be an exciting and dynamic school, in which children acquire a thirst for knowledge and a love of learning.
- To promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.
- To deliver a broad and balanced education for every child, which maximises their academic, creative and sporting potential.
- To value all individual's talents and interests, encouraging children to take pride in their own achievements while also celebrating those of others.
- To be a school that is outward looking - building links with parents and the local community, as well as appreciating the rich diversity of cultures from around the world.
- To be a happy school where children really feel they belong - where they can laugh, be spontaneous and enjoy being children.
- To enable those leaving The Paragon to move on to Prior Park College (or their chosen school) as confident, capable, compassionate and independent minded young people.

3. Vision and Values

The Paragon journey is one of limitless discovery. Each child enjoys a fully immersive educational experience, rooted in our school values whilst exploring and developing their attributes as learners. Adventures are wide and varied, centering on the beauty of childhood alongside preparation for the world beyond.

Our school curriculum is underpinned by the values:

- Honesty
- Kindness
- Self-Belief
- Compassion
- Aspiration

In all of their endeavours, the pupils are celebrated as they develop their attributes as learners: *curiosity, individuality, collaboration, courage, resilience, perseverance, reflection, initiative, independence.*

They blossom and grow as individuals who feel they have something to offer wherever they may be. Our approach goes well beyond simply seeking academic success. Instead, this comes as a byproduct of each child focusing on their own growth as a learner.

The school's curriculum covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities. Progress is monitored and assessed through on-going formative assessment, with particular emphasis on staff providing 'in the moment' feedback, which pupils can immediately act upon on, and inform teachers' planning as part of a continuous process. As a school, we also conduct standardised assessments which allows for tracking of attainment and progress.

4. Aims and objectives

The aims of our school curriculum are:

- to educate children up to the age of eleven old so they emerge as respectful, responsible, resilient, resourceful and reflective young people
- to provide a first-class education through an environment that promotes curiosity, wonder and the love of learning and limitless discovery
- to enable all children to learn, and develop their skills, knowledge and understanding to the best of their ability and gain confidence in so doing
- 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 and ICT
- to enable children to be creative and to develop their own critical thinking and independent learning
- to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage and traditional British values and customs
- to appreciate and value the contribution made by all ethnic groups in our multicultural society and respect their customs and traditions
- to enable children to be positive citizens contributing positively to their local community and wider society
- to fulfil the key requirements of the National Curriculum and the non-statutory national curriculum framework for RE (NCFRE);
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong; develop tolerance and understanding of religions other

than their own

- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all

5. Curriculum - Areas of experience

The curriculum allows pupils to have a range of learning experiences that challenge, stimulate and promote thinking and learning. It ensures that the education of all pupils includes linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative elements.

a. Linguistic - English (Reading, Writing and Speaking & Listening)

At The Paragon School we aim to develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate. Language skills are taught primarily in English and Guided Reading lessons but form a fundamental part in all areas of learning throughout the school. Reading is regarded very highly at The Paragon and pupils are encouraged to be enthusiastic and motivated readers, where staff to facilitate pupils' access and motivation to read a wider variety of appropriately challenging literature when reading for pleasure. Pupils use our extensive library to develop an interest in a diverse range of books across range of genres. Writing is also highly regarded and celebrated with pupils writing appearing on walls, in the library, following story writing and poetry competitions. The third communication element, of speaking, is developed through class discussions, drama lessons, class assemblies, school productions.

Please see separate English Policy for information on appropriate plans and schemes of work.

b. Mathematical

At The Paragon, we make Maths come alive by showing how important it is in everyday life - a vital tool in working out how long it's going to take to save up for that new computer game or measuring the ingredients for a chocolate cake.

Our teaching is based on the National Curriculum but not limited by it. It uses everyday life situations as well as structured play, activities and discussions to introduce key concepts. We use our diverse environment, both in and out of doors, to test and explore concepts in meaningful situations.

A combination of class, group, paired and one-to-one teaching enables us to identify at an early stage any pupils who are perhaps slower to grasp concepts and make sure we give them the necessary scaffolding and support. We also provide pupils with 'depth' opportunities, allowing them to deepen their reasoning skills and ability to communicate their strategies coherently.

Our aim is that all pupils should leave The Paragon with excellent basic numeracy, an appreciation of mathematical pattern and structure, a confidence in their ability to use Maths to find the answers to some of life's challenges and, importantly, an enthusiasm for lifelong maths learning.

Please see separate Maths Policy for information on appropriate plans and schemes of work.

c. Technological - ICT

Pupils at The Paragon School are provided with the modern technological tools to allow them to be creative in a modern world. Classrooms are equipped with interactive whiteboards, a classroom computer and year group iPads can be booked and used in all classrooms in Year 1 - 4. There is also a laptop trolley comprising of 24 laptops which is used for ICT lessons and can also be booked out for use in subjects across the curriculum. Pupils in Year 5 and Year 6 have their own assigned PLD (personal learning device), which is used in lessons across the curriculum and supports with the need to become increasingly independent as they transition to Senior School.

Please see separate ICT Policy for information on appropriate plans and schemes of work.

d. Technological - Design and Technology

Design and Technology at The Paragon, prepares pupils to take part in the development of tomorrow's rapidly changing world. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues. Pupils are able to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all pupils to become discriminating and informed consumers and potential innovators.

Please see separate Design and Technology Policy for information on appropriate plans and schemes of work.

e. Scientific

Science at The Paragon stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Science at The Paragon is taught, throughout the school, both inside and outside of the classroom in our unique, engaging and stimulating school environment. Lessons include a variety of practical activities in addition to covering relevant scientific theory. The aim is to increase pupils' knowledge and understanding of nature, materials and forces and in developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Please see separate Science Policy for information on appropriate plans and schemes of work.

f. Human and Social - History and Geography

At the Paragon we live each day intimately surrounded by our History. The presence of the House and the City of Bath give us strong links with the past. We believe that through the study of History, the judgements involved in the evaluation and interpretation of historical evidence are valuable skills for everyday life. History helps us to explain the world as it is today and through its study the pupils acquire the concepts of change and continuity, sequence and causation. We respect all historical sources, family history, oral, written and printed sources, film and pictorial, music, artefacts, buildings and sites. We help children to form judgments on the value of each. In

studying British and World history we celebrate the diversity of cultures. We believe that a feeling for History enriches all other areas of the school curriculum.

At The Paragon pupils are taught Geography through a variety of topics. Led by the pupils' natural curiosity, Geography lessons explore the differences and similarities between people and places on a local and global scale. Geography allows children to develop their skills, knowledge and understanding of the world, its environments, and economies, whilst promoting global citizenship. Strong cross-curricular links are developed through practical activities, outdoor learning and fieldwork. Pupils are taught to communicate their knowledge in a variety of forms including writing and drawing, creating diagrams, maps and ICT presentations. At Pre-Prep level pupils study topics such as Africa, the Great Outdoors and Island Communities (inspired by the Katie Morag stories). The Prep Department begin to look at aspects of Geography more deeply: to explore the formation of rocks and minerals, investigate transport and industry in the local area and develop an understanding of how human activities can contribute to changes in our environment.

Please see separate Humanities Policy for information on appropriate plans and schemes of work.

g. Physical - PE and Games

The primary aim of the Sports Department is to inspire in each child a love of sport, from Nursery through to Year 6. We have the responsibility to introduce all the children to a wide range of sports whilst teaching a healthy and respectful attitude towards competition. The emphasis is always on *enjoyment* and *being the best we can be*. We believe that if the children enjoy their sport, they will want to learn more and they will subsequently achieve more.

We promote sport and fitness for all students and ability levels. We recognise that the lessons learnt through participation in sport and team activities are invaluable for personal development. We want to foster a lifetime love of sport and healthy living through fun and learning. Whether a student is participating as an individual or as part of a team, sport provides them with a unique sense of place where they begin life-long friendships, learn to conquer their fears and build strength of character.

The Paragon offers an extremely varied programme of PE and Games. Lessons from our specialist sports teachers cover netball, hockey, rugby, football, cricket, tennis, gymnastics and the components of fitness. From Reception onwards, children also have swimming lessons. Our sports teams are highly competitive and take part, with considerable success, in a wide range of tournaments and festivals. We also offer a vast range of sports clubs including fencing, rugby sevens and cross country.

We make good use of our facilities; a well-equipped gym, a hard play area (for tennis and netball) and a playing field. We also use the excellent facilities at nearby Prior Park College. These include the multi-purpose sports centre and fitness suite as well as an indoor swimming pool, astro-turf and grass pitches, tennis courts, athletics track and dance studio.

Please see separate PE and Games Policy for information on appropriate plans and schemes of work.

h. Aesthetic and creative - Music

Music at the Paragon promotes well-being and can give life-long pleasure, whether as an active music maker or in a more passive way. Music, at school, is a sociable activity. The ability to sing, play an instrument or appreciate music gives the opportunity to join choirs, orchestras and appreciation groups throughout life, thereby acting as an ice-breaker as people travel to new places. Music can develop social skills, fine-motor skills, self discipline, concentration, perseverance, self-confidence and teamwork; all skills which are essential, both during school years and beyond. All pupils will have an equal opportunity to access music making in the school and develop their full potential whatever their ethnic origin, gender, cultural or religious background, ability or disability.

The Paragon's Scheme of Work for Music embraces the National Curriculum and Programmes of Study and ensures optimum skills progression. Planning is done on a termly, weekly and daily basis. A range of published teaching material including Music Express and Charanga aid the delivery of the curriculum.

Please see separate Music Policy for information on appropriate plans and schemes of work.

i. Aesthetic and creative - Art

The Paragon is committed to the provision of a high quality, wide ranging creative curriculum. We believe that all children's learning is enhanced by a stimulating learning environment and that the attitudes and skills developed benefit every area of the curriculum. The inclusive ethos of the school ensures that all children, whatever their culture, ability or gender can access the creative curriculum.

Art and Design is especially important in contributing to the development of the child's perception of themselves and the world around them. At The Paragon School, Art and design encourages the children to view the world with awe and wonder, appreciating artwork through access to a wide range of available materials. The planning and experiences suggested for Art and Design ensures consideration has been given to pupil's aesthetic development and their artistic expressions and creativity.

Art and design stimulates creativity and imagination. It provides visual, tactile, and sensory experience and a unique way of responding to the world. Children explore ideas and meanings through the work of artists. Through learning about the roles and functions of art, children can explore the effect it has on contemporary life and that of various times and cultures. It offers a strategy for communication and expression. Art can foster positive attitudes towards learning and enriches all our lives. Every child should achieve their potential, made possible through having a consistent and inspiring approach to a curriculum that provides a wide range of experiences.

Please see separate Art Policy for information on appropriate plans and schemes of work.

j. Outdoor Learning

Outdoor learning at The Paragon provides pupils with an opportunity for pupils to move outside their immediate classroom and the environment they are accustomed to and learn in different, changing and often challenging surroundings. We understand the importance of teaching a variety of pupils in a variety of ways and aim to expose them to different opportunities, allowing them

hands on experiences with varied activities within the diverse and stunning Paragon School grounds. The interactive environment offered outdoors can allow pupils to feel free from the constraints of a classroom and more open minded to the idea that learning is an extremely broad concept that can be embraced in all areas of our world. By realising that education doesn't only happen in a classroom, the children can start in a journey of limitless discovery.

Please see separate Outdoor Learning Policy for information on appropriate plans and schemes of work.

k. Religious Education

Religious Education (RE) enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At The Paragon School, we develop the pupils' knowledge and understanding of Christianity and other world faiths, and we address some of the fundamental questions in life. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. We help the children learn about religions (developing knowledge and understanding of religion) and also learn from religion and human experiences (exploring and responding to human experience).

Please see separate 'RE Policy' for information on appropriate plans and detailed schemes of work.

6. Roles and responsibilities

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject.

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 review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of objectives, and that progression is planned into schemes of work.

Teachers are responsible for planning the curriculum. This is set out in in three phases which are made accessible and kept up to date as schemes of work which are found on the school server:

1. Long-term plan (year) - for each key stage which indicates what topics are to be taught in each term, and to which groups of children.
2. Medium-term plans (topic/termly) - give clear guidance on the objectives and teaching strategies for each topic. These need to be placed, a half term in advance, on the Paragon Staff Portal.
3. Short Term plans (weekly-daily) - learning objectives for each session which identify what resources and learning activities that are going to be used in the lesson to meet the individual learning needs of all pupils.

Across the Pre-Prep School we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all subjects. Across the Prep School, our planning is more subject based but strong links are made wherever possible across the curriculum.

7. SEND

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills.

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. We always provide additional resources and support for children with special needs.

For further information about our SEND Provision, please refer to our SEND Policy.

8. Early Years Foundation Stage

Principles

- All children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.
- Children learn at different rates and each child's development is unique. No child is excluded or disadvantaged.
- Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment and choices our priority.
- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development, providing opportunities both inside and outside.
- Discussion and review help us to ensure that children take part in their learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for reception, so that they can confidently handle a transition and continue their learning journey.
- Every child can progress in their learning of limitless discovery. With the right support, every child can thrive in an environment they find safe, stimulating and exciting.

Teaching

We believe in the education of the whole child and activities are all planned and linked to develop the Prime and Specific areas of the EYFS.

The Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, as well as for building their capacity to learn, form relationships and thrive. The Specific areas are underpinned by the Prime areas and the children's development in the crucial Prime areas form the starting point when activities are planned for the children.

It is expected that the balance will shift towards a more equal focus on all the areas of learning as the children grow in confidence and ability within the three Prime areas: Personal, Social and Emotional Development; Communication and Language and Physical Development

For further information please refer to our EYFS and Curriculum Policy.

9. Key Stage 1

Children in Years 1 and 2 are taught predominantly by their class teacher with the support of a Teaching Assistant. Art, Music, Languages and PE are taught by specialists.

10. Key Stage 2

Children in Years 3-6 are taught predominantly by their class teacher with some Teaching Assistant support. Art, Music, ICT, Philosophy, Languages, Outdoor Learning and Sport are taught by specialist teachers.

Maths is taught in ability groups in Years 4, 5 and 6.

11. Languages

- French is introduced in Nursery and taught throughout the school by a native speaking specialist teacher.
- Spanish is taught by a specialist teacher from Prior Park College to Year 6 on a weekly basis.
- Mandarin is taught by a specialist teacher from Prior Park College to Year 5 on weekly basis.

Other languages e.g. Mandarin, Spanish are also frequently offered as extra-curricular clubs at Key Stage 2.

12. Monitoring and review

The class teacher is responsible for the day to day organisation of the curriculum. The Assistant Head Academic, SENCo and Subject Leaders monitor the lesson planning of all teachers during the year.

Subject leaders monitor the way their subject is taught throughout the school. The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.