

POLICY TITLE	Curriculum Policy
<b>Policy Area</b>	General
<b>Author</b>	DS
<b>Relevant Statutory Regulations</b>	National Curriculum programmes of study  Special Educational Needs and Disability Code of Practice 2014 Equality Act 2010, Early Years Foundation Stage (EYFS) statutory framework
<b>Senior Team Lead</b>	Head of School
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<b>Reviewed by</b>	Sarah Thorne

## **Curriculum Intent**

The London Acorn School offers a purposeful, academically rich and coherent curriculum which leads to a deep subject knowledge in a broad range of subjects. Primarily shaped by the Waldorf Steiner pedagogy in the early years and it is inclusive of best practice from complimentary pedagogies with a blended approach in the Junior years. Best practice from mainstream approaches, Forest school and Waldorf Steiner are blended to create a unique and broad based curriculum with an eye to National Curriculum indications and benchmarks. Intended to promote capability for the art of living, we provide a safe and secure environment conducive to learning and creativity, encouraging students to fulfil their potential in relation to their abilities, skills and interests in accordance with their spiritual, intellectual, emotional and physical development. Our curriculum is focused around the developmental stages of each year group and within the curriculum teachers ensure that the ages, abilities and needs of students are met, including those with EHC Plan.

In addition The London Acorn School works with Chatsworth Schools tapestry, ensuring that the six individual strands of this well thought out skills approach flow through our curriculum. Through this all the skills that children need to flourish in the 21st century are encompassed.

The intent of The London Acorn School curriculum is to:

- cultivate and preserve the child's innate sense of wonder and love of learning
- develop the capacity for independent imaginative thinking and creative doing
- offer a low-tech environment in the early years to promote the development of the finer senses and motor skills, connections in real time to people and places while gradually teaching digital skills and online safety as they progress
- take full advantage of the nourishing and restorative power of Nature, accessible to us in Morden Hall Park, to foster a sense of place and connection to the Earth as well as to acquire skills in Natural Science and Geography
- to provide an intimate, unhurried environment, where children can learn at a pace in keeping with their developmental needs
- provide a secure and ordered environment with clear boundaries and consistent daily rhythms which encourage full participation and engagement with teachers, peers and learning
- hold high academic expectations for the key skills of numeracy, literacy and the sciences in addition to cultural, musical, artistic skills (including design and technology)
- support the child's physical, emotional and spiritual development, equipping children for life



- enable pupils to develop moral sensibility with an understanding of individual liberty, mutual respect and a tolerance of those with different beliefs.
- provide an arena where the child's individuality is accepted and respected, enabling them to become fully integrated members of the community and broader society with a clear and strong sense of their strengths and areas for development
- Ensure that children have the skills to thrive as 21<sup>st</sup> century citizens in future.

### **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. These are available on the school website.

- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives /and or titles for each session, and to identify what resources and activities we are going to use in the lesson.
- In the **Kindergarten**, we adopt an interdisciplinary topic approach to curriculum planning. The kindergarten is also exempt from certain aspects of the literacy curriculum. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of our curriculum and EYFS objectives, and there is planned progression with differentiation in all curriculum areas.

### **Children with special needs**

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary, we adapt the curriculum to meet the needs of individual children.
- If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consult the parents and recommend guidance should be sought from other professionals with specific areas of expertise. If, following these discussions, the child continues to demonstrate significant cause for concern, parents will again be consulted, and with their agreement we will refer the child for an assessment with the local authority and or appropriate external agencies. We always provide additional resources and support for children with special needs.
- The school provides an Individual support plan for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the

progress of each child at regular intervals. Please refer to the SEND policy.

### **Kindergarten**

- The curriculum that we teach in the kindergarten is inspired by the Steiner Waldorf curriculum. Our curriculum planning also takes into account the Early Learning Goals and on developing children's skills and experiences, as set out in this document. The kindergarten caters for children aged 3 and half until 6 years old.
- Our school fully supports the principle that young children learn through play and exploring the environment and by engaging in well-planned.
- At the end of each term the teachers complete the EYFS assessment. For the older children within the kindergarten differentiated activities are noted in planning. The older Kindergarten children also attend woodwork lessons and later in the final year of kindergarten they will also attend woodland craft activities with the junior children. This assessment forms an important part of the future curriculum planning for each child.
- We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **Curriculum Developments**

- It is the responsibility of all teaching staff to be aware of developments in the national curriculum and to continue to develop and implement changes to the taught curriculum. The Head Teacher will regularly share new documentation that pertain to developments of good educational practise. Teaching staff will continue to amend and update curriculum plans on a regular basis.

### **Subject Development**

- The teaching team is very small and curriculum planning is completed as a team. The team regularly reviews all subject areas and ensures that there is efficient resource management for the subject. The Head Teacher completes a regular work scrutiny to ensure that good progress is being made across all subject areas. The Head Teacher completes regular lesson observations to ensure that effective teaching and learning is happening in lessons.

### **Monitoring and review**

- The Head Teacher is responsible for the day-to-day organisation of the curriculum. At weekly staff meetings curriculum development is discussed. The teaching team have developed an extensive File Tree where all Schemes of Work are stored. This allows teachers to review annually and amend where necessary.



The Head Teacher will monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used.

- *Please also see TLAS Co-Curricular policy.*

CURRICULUM MODEL – YEARS 2/ 3 / 4 / 5 / 6

SUBJECT:	NUMBER OF PERIODS PER WEEK:
Literacy	4/ 4 /4 / 4
Mathematics	3/ 4 / 4 / 4
Science	1
Humanities (RE/Geog History)	1
French	1
ICT	1 year 5/ 6
Physical Education	1 and daily exercise each morning for each class
Forest School	2
Swimming	Intensive daily two-week course
Sailing	Summer term for years 4/5/6 weekly lesson
PSHE	1
Art	2
Music	1

**Kindergarten daily Rhythm and Curriculum**

The kindergarten rhythm incorporates all aspects of EYFS curriculum delivered in an integrated way on a daily basis inspired by the Steiner model.

Daily visits to the 'Kinde tree' ensure that physical development and knowledge of the world delivered. Creative free play and planned artistic and creative activities are available for children daily in addition to soup making and bread making which occur twice a week every week.

The Kinde Rhythm is on the school website.

**The London**  
**Acorn School**

