



2.1 CURRICULUM POLICY

This Policy applies to the entire setting including the EYFS.

The Mead School Values, Aims and Ethos

School Aims

- Baseline: Enabling every child to feel success.
- Ambition: ECOPAAP: Every child: Outstanding Pastoral, Artistic & Academic Progress

Our Baseline represents our minimum standard. Our Ambition is a relentless summit we are continuously heading towards. Anything which detracts or distracts from our Ambition should be minimised or muted. Our Pastoral, Artistic and Academic strands have equal weighting because a child's character, creativity and academic ability are all equally important for future success and happiness, in senior school and adult life (particularly in the 21st century).

The level of progress a child makes is dependent on their environment (school and home) and the mindset this fosters. We therefore aim to create an environment which tangibly promotes 'The Mindset of a Meadite'. If we can grow these qualities and habits of mind then we are raising children who will be highly independent and motivated in their learning and therefore are more likely to make outstanding Pastoral, Artistic & Academic progress.

The Mindset of a Meadite

- Compassion
We treat others as we would wish to be treated; namely with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof. As our global perspective grows, so does our respect, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.
- Ambition
We take pride in our work and have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders.
- Curiosity
We are creative and adventurous risk takers, free from the fear of failure and inspired to seek passions, interests and a deeper knowledge and understanding. We are discerning truth seekers, determined to investigate accuracy. We are brave future leaders, willing to challenge convention and stereotype. We are mindful, self-reflective, open minded and spiritually aware.

Other environmental factors

As well as tangibly promoting The Mindset of a Meadite, there are four other environmental factors which need to be in place to maximise the amount of children who make outstanding progress across the curriculum.

1. **Increasingly expert teaching** - creating a culture of CPD and progress based appraisal which in turn leads to a relentless culture of improvement. Maximising the children's exposure to expert teaching through intelligent timetabling and recruitment. Maintaining maximum staff focus on ECOPAAP and on promoting The Mindset of a Meadite.
2. **Distributed Leadership** – establishing a culture of PIII (Professional Integrity, Initiative and Inspiration) where staff take responsibility for their contribution to ECOPAAP via outstanding integrity and initiative. Creating a leadership structure which empowers staff to be innovative and inspiring.
3. **Positive parental partnerships** – clear communication which allows parents to offer maximum support for their child's progress by embracing the school's mission statement.

4. **Structural support** – to create an inspiring and broad curriculum and an intelligent timetable, assessment/reporting structure and learning environments which maximise learning and minimise logistical constraints/ineffectual or irrelevant procedures.

We strive to make our curriculum one which enables pupils to acquire new knowledge and make excellent progress according to their individual ability so that each increases their understanding and develops skills in the subjects taught. We aim to foster an exceptionally positive growth mind-set within every pupil alongside an intrinsic belief that there are no ceilings on what anyone can achieve if they put their mind to it. We aim to help pupils understand that we are part of a global community and as such have rights and responsibilities. We encourage pupils to apply intellectual, physical and creative thought within their work, to think and learn for themselves and take risks in their own learning – never to be afraid of making mistakes not to be discouraged when finding something difficult. Well planned lessons, effective teaching methods, activities and management of class time allow for these aims to be realised within the classroom. Each Mead teacher has an excellent understanding of the aptitudes, needs and prior attainments of each pupil, and ensures that these are taken into account during the planning of lessons. Teachers, and their curriculum plans, demonstrate very good knowledge and understanding of the subject matter being taught, and therefore effectively utilise classroom resources of a good quality, quantity and range.

The aim of The Mead School Curriculum Policy is to demonstrate that a framework is in place which assesses pupils' work regularly and thoroughly and uses information from those assessments to plan teaching, so that each pupil can progress. This policy, along with subsequent plans and schemes of work, takes into account and caters for the ages, aptitudes and needs of all Mead pupils, including those with and EHC plan. The Leadership Team and staff utilise effective strategies for managing behaviour and encouraging pupils to act responsibly, and the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Within this Curriculum Policy and broad school curriculum, Mead pupils receive a broad and vibrant PSHEE (Personal, Social, Health and Economic Education) curriculum that reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010, nor does it discriminate against pupils contrary to Part 6 of the Equality Act 2010. In particular, the protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex, or sexual orientation.

The Mead School

The Mead is a co-educational preparatory school that provides full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) for children aged between 2 and 11 situated in the centre of Tunbridge Wells, 300 metres from The Pantiles. Children are prepared for a wide selection of secondary schools both in the Independent and Maintained Sectors. Whilst the National Curriculum is implemented throughout the school (giving pupils experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education), the emphasis is very much on the breadth and development of the all-round person in order that all pupils have the opportunity to learn and make progress in preparation for the many opportunities, responsibilities and experiences of life in British society, that our pupils will face. Embedded and acknowledged within the school's curriculum is that of the importance and subsequent planning to ensure that pupils acquire speaking, listening, literacy and numeracy skills.

The school is housed in an extended Victorian Villa and is consequently run very much as a family unit providing a happy, secure, lively, focused and stimulating environment in which all children can develop and flourish. A child who is stretched mentally, physically, culturally, musically, spiritually and artistically is one who will work harder academically, will have a broader outlook and will have gained greater self-confidence. To this end staff, children and parents work together and form a close and understanding relationship.

At The Mead individual pupil strengths, challenges and diversity of character are recognised, respected and appreciated. The school environment and curriculum are regularly assessed and monitored.

Each pupil is an individual and is treated as such throughout their time at The Mead. Subsequently, all pupils have the opportunity to learn and make progress. Individual class sizes are no more than eighteen. Dependent on the size of the year group, a class may be split between two parallel classes. Maths and SPAG are academically streamed across the year group throughout Key Stage Two.

Through the delivery of a robust and broad curriculum

We seek to build young learners and leaders who:

- are happy, enjoying the adventure of childhood and thriving on friendship, respect and tolerance in a healthy, positive and purposeful community
- demonstrate and understand the importance of maintaining a growth mind-set, applying this to all aspects of their learning journey
- are increasingly curious, aspirational, self-disciplined, resourceful, responsible, independent and confident learners, hungry to make the most of opportunity and with a growing passion for lifelong learning
- understand issues on a national and global level, who recognise the importance and roles of national institutions such as Parliament
- learn how to achieve their individual potential
- take advantage of opportunities and benefit from the confidence and the support to achieve amazing things
- are confident and well-prepared leavers, who are **able to move on to next stage, prepared, confident and excited for the wider world and to make a difference.**

We aim to sustain:

- teachers who have an excellent knowledge and understanding of the needs of every individual learner, providing an inspiring, aspirational and supportive environment, who continually develop themselves and remain excited and passionate about teaching.
- a stimulating, balanced, engaging and relevant curriculum and opportunities to develop the whole child
- first class curriculum planning and development together with the relevant documentation that are essential to 'effective' teaching and learning within the school
- whole school policies that inform others of our aspirations and provide valuable guidance for individual teachers. They also, very importantly, ensure a continuity of approach throughout the school.
- confident partnership with parents that foster trust and belief in the school, ethos and staff and ensure transparent and clear two-way communication of information, progress and data
- the Mead as a school that is proud of its local community and makes every effort to ensure that its pupils are proud to be part of that community, making the most of local facilities and links.
- A global awareness and understanding of the important role that every single one of our pupils plays in the world around us, on a local, national and international scale.

Ethos

The Wishford Schools are proud to be full of happy, positive and achieving children. An inclusive approach provides support, consolidation, enrichment and challenge as the norm. Mead pupils thrive within an environment that encourages and expects first class levels of application and effort whilst providing a broad curriculum that allows every individual learner to explore and experiment, create and learn.

The importance of self-reflection and review is key. Discussion, written drafting, traffic lighting, peer review and time to reflect quietly allows our pupils to craft and sculpture their work and learning within a supportive and nurturing family environment. We have very high expectations for our pupils; high standards are the norm in terms of both academic achievement and personal development.

Staff Meeting and Communication

The Deputy Head Academic and Headmaster call weekly curriculum meetings which are usually held KS2 Monday 3.40pm – 4.40pm, KS1 Wednesday 3.40pm – 4.40pm and EYFS Monday 1.00pm – 1.45pm. These will not necessarily involve all staff at all times, but attendance is essential should you be required.

Staffing

Each class has a Class Teacher in charge of Form Registration and teaching. In Years 5 and 6, due to the developing timetable, these are referred to as Form Tutors. In addition, a specialist, qualified dyslexia teacher is available on site to work with individual children.

There is specialist teaching in Modern Languages (French and Mandarin), Music, Drama, Art and P.E. In general each form teacher has a minimum of one specialisation in the following: Mathematics, English, Science, Religious Studies, History, Geography, (Art / Design and Technology) and Information Technology.

The 21st Century and our Curriculum

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

Pupils build the learning power, language to express it and study skills they need to work towards articulating this learning, using a variety of learning techniques, such as resourcing and mind-mapping to build independence and be in a position to bring knowledge to problem-solving as preparation prior to the lesson. Well-established planning and homework habits, working at the best pace for them, participating, presenting their work and behaving appropriately, proof-reading for accuracy, persevering, learning through feedback and responding to next steps marking take the pupils forward and build best work ethic.

Through a personal, social and health wellbeing programme as well as linguistic, mathematical, scientific, technological, human and social, economic and entrepreneurial, physical and aesthetic and creative education and cross-curricular initiatives such as projects that bring aspects of the curriculum together, we are preparing children for the world they live in and will live in. They will have begun their preparation for the world of work and their responsibility as global citizens.

A Curriculum to Inform Parents

For parents to be able to engage with enthusiasm and knowledge in their children's learning, we aim to develop their understanding of a range of key points and areas. Through the provision of carefully planned and structured parental seminars parents are encouraged to take a hands on and informed approach to their children's learning and experience in the following areas:

- being safe on and offline (Online Safety);
- emotional and physical wellbeing (Body Image, Mindfulness, Wellbeing);
- English and Maths teaching and learning (Synthetic Phonics, Mathematics and Maths Whizz seminars);
- building a positive attitude, tenacity, determination and resilience (Growth Mind-set);
- how best to support their children's independence and development as they reach the later stages of Key Two (transition and supporting parents as their children reach different physical and emotional milestones)
- the planning and preparing the next stage of their child's education. Staff from each year group plan and hold specific transition meetings prior to the start of the next academic year, to make parents aware of the expectations and practical requirements of what will be put in place for their children going forwards)

Organisation and planning

We plan our curriculum in three phases. Each Term has a Topic overview that gives an 'at a glance' view of the topics and respective years to who they are being delivered. This allows us to ensure continuity and breadth for each key stage. We review this long-term plan on an annual basis.

These long term topic overviews are supported by medium-term plans that give greater detail as to the objectives that will be taught for each subject area.

Detailed Schemes of work provide detail and clarity as to the nature of the lessons within the topics and to how the learning will be delivered, the resources that will be needed and the cross curricular links that will be evident.

It is essential that all aspects of our planning are reviewed every term to ensure that the documentation is relevant and up to date and reflects practice.

The Headteacher is sent weekly evaluations that contain considered reflections for each week. Attached to these evaluations are targets for English and Maths that act as a key focus by staff when carrying out strategic and targeted lesson planning.

The curriculum and inclusion

Class teachers ensure that appropriate subject matter is delivered for all ages and aptitudes of pupils. This includes pupils with a wide spectrum of additional needs, including those with an Educational Health Care Plan. The needs of every pupil are monitored by their class teacher and SENCO (also termed Head of Learning Enhancement) and when necessary additional support will be put in place and noted on the Class Provision Map and / or a Pupil Passport. There is support in the form of a classroom assistant for each class in the Early Years Foundation Stage, Key Stage 1. In Key Stage 2, a classroom assistant is also timetabled to work with specific classes and sets during the duration of the week.

At Key Stage 2 there is extra support in spelling – “Springboard” carried out in weekly 35min sessions. A qualified Dyslexia Teacher is available, on site, to work with individual children. When appropriate, pupils may follow Toe by Toe or The Power of Two to assist in consolidating and pushing forward individualised areas of learning.

It is noted that very gifted pupils often have special educational needs and there is a separate policy for ‘Gifted, Able and Talented’ children that sets out our procedures for identifying and addressing the needs of these pupils. The GTA tracking register recognises such pupils and allows teaching staff to extend them appropriately.

If a pupil is showing signs of difficulty or requiring additional support, information is gathered and a discussion is held between parent, head teacher and SEN co-ordinator / Head of Learning Enhancement. Procedure is followed as specified in the Special Needs code of practice. An individual pupil passport is drawn up to give the best opportunity for the child to improve within the class situation. There are half termly whole staff meetings held for both Key Stages where individual needs are discussed and the individual year group provision maps are updated.

If a pupil attends The Mead whose primary language is one other than English, class teachers ensure that necessary support and assistance is given to develop the pupils’ understanding in written and spoken English.

If an emotional or learning difficulty is recognised which does not respond to plans put in place, after discussion with the parent and with their permission, an Educational Psychologist is brought in to give a full assessment. In the ensuing report there are always worthwhile recommendations and suggestions as to how both we and the parents can help.

A great deal of care is put into building the individual’s confidence and providing situations in which the pupils will feel successful. Much of what is suggested can be carried out in the classroom. When necessary the support structure as outlined above is employed.

Success lies in everyone working together and parents being given the opportunity to understand and appreciate the individual challenges that their child is facing.

The role of Middle Management and Subject leaders

The role of Middle Management leaders:

The following curriculum areas will be managed, monitored and developed by an enthusiastic and passionate Middle Management team, overseen and guided by the Headteacher and Deputy Head Academic.

- Learning Enhancement Leader (progress for all, including reading & presentation skills)
- PSHEE Leader (including Growth Mind-set, mindfulness and wellbeing)
- Curriculum Enhancement (including trips, guest speakers, community links)
- Global Curriculum Development (including humanities, Global Studies & Transition yr 6/7 opportunities)
- Community Leaders (including Houses, Eco and Charity / Parents & Alumni)

The role of Subject Coordinators:

These roles will entail Coordinators managing, developing and enhancing the following subject areas:

- Head of Music
- Head of Drama
- Head of MFL & ICT
- Head of Art & Design
- Head of Sport
- Head of EYFS (a split role)

These dedicated subject coordinators will:

- provide a strategic lead and direction for each subject;
- support and advise colleagues on issues related to each subject;
- monitor pupils' progress and the provision in the appropriate subject area; and
- provide efficient resource management for each subject.

The school gives subject leaders support each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local level. This is facilitated by individual teachers taking an overview of one or more subjects, according to expertise, training and interest. The subject leader review the way subjects are taught in the school, and plans for improvement. This development planning links to whole-school objectives. Each curriculum team leader reviews curriculum plans, ensures that there is full coverage of the National Curriculum by working alongside subject co-ordinators, and sees that progression is planned into schemes of work.

Wellbeing

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHEE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listening to children are key to pupil wellbeing. PE and sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

Leadership

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

An appendix to this policy details many of the leadership opportunities that pupils experience during their time at the Mead.

Curriculum subjects

All subjects are supported by schemes of work and planning to ensure their differentiated delivery to the pupil. The needs of each pupil are supported through teaching to a variety of learning styles, namely visual, auditory and kinaesthetic. The curriculum and planning is adapted to the needs of each individual child, including those with special needs, those with EHC plans, the most able and those who have English as a second language. See individual schools' Curriculum Policy for the detail of what is taught in each school.

The timetable demonstrates the hours of curriculum provision per subject per week.

The Early Years Foundation Stage (“Early Years”)

In the Early Years we follow the principles embodied in our Early Years Policy. Throughout the Early Years we aim to cover and extend the experience of the children beyond the Early Years Foundation Curriculum.

The prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

The specific areas of learning:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Characteristics of effective learning:

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

Core subjects

English

English plays an essential role in all areas of the school curriculum and is taught, not only within a specific subject area, but also through and across all other subject areas. Correct English usage, punctuation, spelling, grammar, handwriting and presentation are seen as being just as important in a History or Science lesson, for example, as they are in English lessons and our marking policy reflects this.

At The Mead we believe in providing a language rich environment whereby all pupils may best learn how to communicate efficiently, purposefully and effectively through the spoken and written word. This is reflected in the quality of stimuli around the school; displays and pertinent material, books in and outside classrooms, the libraries and the enthusiasm of the staff.

The school provides many activities and situations in which speaking and listening occur as naturally as possible. Many curriculum activities directly encourage children to talk about what they have done while other activities encourage children’s imaginative and creative thinking. Actively listening and responding to pupil’s conversation raises their self-esteem and promotes confidence.

Reading activities build upon children’s oral language and experiences at home. Within the Early Years Foundation Stage (Kindergarten and Reception) and Key Stage 1, each Mead child is taught how to recognise, sound out and spell individual letters, phonemes and complete words through a comprehensive programme of synthetic phonics. Children are given a range of activities to encourage the development of pre-reading skills and phonological awareness and when ready, embark upon a structured phonological reading programme.

A synthetic phonetic approach to the teaching of reading is used in combination with a range of other approaches. Class teachers tailor their teaching programmes to the needs of individual pupils. Formal reading tests begin in the final half term of the Reception Infant year and continue in November and June of each year, for all pupils up to Year 6.

All pupils are encouraged to explore a wide variety of reading material throughout their years at the Mead and, although structured reading schemes are used initially, children are quickly encouraged to choose and read books independently. Once a fluent reader, books may be selected from the reading areas, libraries and home.

Pupils of all ages are encouraged to use both the stocked fiction library and the non-fiction resource area. The provision of Chromebooks encourage Key Stage 2 pupils to selectively search for specific material that may be required to enrich their particular English studies or other curriculum coursework.

The handwriting policy stresses correct letter formation, whilst enabling children to develop an individual style. A method of teaching handwriting is encouraged rather than a model to copy. From Reception, the entry stroke is introduced and cursive handwriting is encouraged.

Both free writing and shared writing, where the teachers' model the skills for the pupils, are used throughout the school. Much of the literacy in each year group is text based and cohesive links are made between sentence and word level objectives. Additionally, discrete lessons may also help to reinforce points of grammar, punctuation or spelling, and these lessons are streamed across each Key Stage 2 year group.

Pupils are given many opportunities to write in different contexts, as well as for a wide range of purposes and audiences. While many genres of writing are taught particular emphasis is placed on developing the pupil's personal creative writing for it is here that the child uses his or her imagination and creative thinking the most.

Much importance is placed upon a coherence of approach within the assessment of aspects of pupil's Literacy development. Three times a year, whole school writing assessments are undertaken. These assessments facilitate opportunity for regular moderation of Literacy assessment Levels across the school. The completion by staff of pupil's individual English writing assessment records, housed in yellow Class files (which move through the school with the children), provide the Deputy Head Academic and the Head with an opportunity to view the progression of writing within the school as a whole.

Synthetic phonics provides the main framework for the teaching of spelling at The Mead, although a range of strategies throughout the school may be used by teachers to support this approach. Word banks of common or topic-based words may be used in classes and dictionaries are freely available. Formal spelling tests begin from Year 1 where key words are regularly monitored. In Years 2-6 differentiated lists of weekly spellings are sent home and learned for testing. There is a weekly "Springboard" session for those KS2 children who require extra support in spelling.

In these many and varied ways our overall aims in Literacy are met so that a pupil may bring together the skills needed to become a confident speaker, a competent reader, a proficient writer and an attentive listener.

Qualified Teaching Assistants in both EYFS, KS1 and KS2 support individual pupils where and when needed.

Mathematics

The main aim in our Mathematics Teaching is to ensure that by the time each child leaves The Mead, at whatever level they have reached, they have acquired the necessary skills and are confident in handling those concepts appropriate to their stage of development.

The Mathematics Curriculum reflects the revised National Curriculum, Kent Selection Test and Common Entrance and Independent Schools requirements. The work is predominantly practical at the Early Years Foundation Stage and Key Stage 1 and gradually becomes more abstract as the child progresses through the different levels. Cambridge Mathematics is the core of the Mathematics curriculum at Key Stage 1 and Key Stage 2. This is supplemented and enriched by Maths Whizz and Mathletics, computer based schemes, teachers' own material and the use of other schemes such as Peak, Maths on Target, Ginn, Hamilton Trust and Heinemann. In addition, from Year 2 to Year 6 'Mental Arithmetic' is used as differentiation material, to reinforce and revise topics already taught as well as to extend the more able pupil.

Through practice and theory the child is given knowledge of using numbers and learn to recognise and accept only sensible answers to given questions. Much practical work is undertaken to ensure a full understanding of the metric measures of mass, capacity and length and a thorough understanding of the denary number base system.

Every child is taught how to use and apply mathematics, to communicate and reason at a mathematical level and to develop logical thinking. Practice and learning of times tables begins when pupils are of an appropriate level of understanding. By Year 5, pupils are expected to have a solid understanding and recall of the majority of their times tables.

From the age of three, tasks of sorting, matching and grouping using a variety of materials and objects are practised. This skill is developed throughout the school to include number patterns and sequencing, culminating in the ability to formulate and apply his / her own equations and methods for problem solving. Within each group the child collects data and uses a variety of representational methods to give a visual impression of the information. He / she is also shown how to interpret the same information from a variety of graph forms.

A structured P.E. programme enables the child at an early age to develop spatial awareness. The Early Years Foundation Stage (Kindergarten and Pre-Reception) and Key Stage 1 children are encouraged to follow instructions and carry out small errands around both the classroom and the school. Use of their bodies enables them to appreciate and understand the more complex concepts of shape, symmetry, rotation, size and location.

Maths streaming operates within Key Stage Two classes between years 4 - 6, across all lessons.

The pupils are, at all times, encouraged to think for themselves, to work out problems and examine their results critically.

Great emphasis is placed on presentation and the setting out of work, as this encourages logical thinking and mathematical progression as work becomes more complex at a later stage.

In conclusion, we endeavour to give each pupil a sound foundation in mathematics, not only by the acquisition of skills and techniques but through knowledge, understanding and application of mathematical concepts. The pupil can then build upon this firm foundation at Key Stage 3.

Science

The Science Curriculum at The Mead, attempts to give every pupil opportunity to develop both the intellectual and practical skills needed to investigate the World of Science. We help pupils to understand scientific phenomena and the theories explaining these. We also help them to understand the procedures of scientific investigation, which are to observe, form hypotheses, conduct experiments and record findings.

First-hand experience and observation is at the heart of the science programme and this is supplemented with secondary sources and discussions with class teachers and other adults. Science activities are practical, requiring the child to investigate and experiment. Scientific concepts such as a 'fair test' become more easily understood as the child gains knowledge and understanding of scientific methods.

We believe learning in general is a continuous process and therefore we take a progressively structured approach to science activities, drawing and developing on past experience and knowledge and understanding.

The core of the curriculum is the National Curriculum Programme of study which is augmented by other planning documentation. At Key Stage 1 the work is project based and cross-curricular. At Key Stage 2 it becomes subject based but is often linked to other subject areas.

Inevitably there is some overlap in delivery and learning but this is deemed to be to the pupil's advantage, providing opportunity for revision of and building upon what is already learnt. In addition, a Science Week is held every year, which encourages all the children to participate in a themed Science topic.

At all levels each pupil is encouraged to observe everything they see and do, carefully and thoughtfully. Questions are welcomed and encouraged: they are seen as absolutely essential to the development of scientific skills and thought processes. At the same time the pupil is also taught to interpret the results of investigations, to draw conclusions and finally to evaluate evidence. In conjunction with this the importance of safety within the science room and the correct handling of apparatus and materials is continually emphasised.

In Years 5 and 6 knowledge and understanding is consolidated in an ever greater systematic approach to scientific activities provided. In doing this we are not only satisfying National Curriculum and Common Entrance requirements, but ensuring that each pupil develops the scientific skills necessary for progression to the units of study at Key Stage 3.

Science is vital to the world's future prosperity and continues to change lives hence the delivery of essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and

concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are encouraged to consider how they might make a difference and solve some of the world's greatest challenges one day by using their knowledge, creativity and thinking skills to think outside the box. They are invited to see themselves as game changers in various projects and maybe one day they will be!

The Technologies

Computer Science / Design and Technology

Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning.

Our use of electronic resources, including hand-held devices, interactive whiteboards, tablets and personal computers allows us to develop the technologically literate generation of both pupils and staff. An e blended learning environment combining e-learning and traditional methods leads to more self-paced and differentiated learning.

At Key Stages 1 and 2 an Internet linked computer is available in each classroom. An ICT suite of portable Chromebooks, alongside a bank of Windows based laptops, provides pupils with access to the Internet within their classroom.

At Key Stage 2, one lesson a week is devoted to computer studies which are specialist taught through a range of curriculum activities. At Key Stage 1, ICT time is allocated according to the specific topics being covered.

The Information Technology programme enables the pupils to start taking a greater responsibility for their own learning, and provides them with opportunities to use the computer in their work. In this way it enhances all areas of the curriculum, consolidating and developing children's knowledge and skills in different subject areas as well as in information technology itself.

An effective E-Safety Curriculum is delivered to the Key Stage 1 and Key Stage 2 classes during the Autumn term. This supports the school's E-Safety Policy and is designed to inform, protect and guide pupils in the safe use of the Internet and mobile technology.

Art and Design

Art is considered an integral component among the foundation subjects. Across the Key Stages, pupil's art work will include the study of, drawing, colour and texture work, craft, design and the knowledge and understanding of art. Through the Early Years Foundation Stage and Key Stage 1 years the primary concern is with the teaching of basic skills and the techniques required before any further learning can take place. For example, learning how to use scissors competently and to hold a pencil properly. These skills can then be developed and the pupil can learn to make stencils and sketch familiar objects.

Whilst most art lessons in Key Stage 1 are planned and organised by the individual class teacher, all staff are concerned with stimulating the individual's imagination and inventiveness and giving clear guidance where appropriate so that each pupil can gain new skills and understand new concepts.

Key Stage 2 Art is specialist taught by the Art Co-ordinator. Opportunities are provided for each pupil to become proficient in the use of materials and tools and to ensure that pupils produce a variety of work including 3D work, and enable them to comment on and analyse their work and the work of others. Drawing abilities are developed so that pupils become confident about using this means of thinking and communicating.

The development of pupil's confidence and pleasure in Art, Craft and Design is paramount together with their work being respected and valued by both their peers and staff. Pupils enjoy opportunities to display completed work within a school 'gallery.' Visitors and parents value, peruse and are able to buy pupils' framed artwork, and the school submits artwork to the ISA Art competition every year.

Teacher input at all levels is encouraged either indirectly or directly, but always diplomatically. Therefore, while we want every child to succeed on their own, their development does depend on us and the leading of specific skills as well as maturation.

There are various after school clubs offering a wide range of art and craft activities, i.e. stained glass, modroc sculptures and batik.

When appropriate, trips are organised to galleries and exhibitions or artists are invited to share their work and provide workshops in school such as the annual year 6 visit to the National Gallery.

Making sense of the world

As global citizens, our pupils will develop a sense of themselves by participating in cosmopolitan democracy and discovering how they can contribute to building a better world. They are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

Social, moral, spiritual and cultural education

Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects of experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Religious Education teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of what living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

PSHE and related concepts of citizenship are linked very closely with Religious Education. There is one basic rule throughout the school "Treat others as you would like to be treated". It is how one's life is led that is important and the children from the earliest age are directed in this ethos. Mead children are very fortunate and as such are encouraged to help others less fortunate than themselves, particularly through charity work.

Within The Mead School Curriculum, Personal, Social, Health and Economic Education (PSHE) together with other facets of our PSHE education, such as our Body Image Schemes of Work and overarching focus on pupils developing a growth mind-set, is developed to give the children the knowledge, skills and understanding that they will need in order to lead confident, healthy and independent lives as well as to become informed, active and responsible citizens.

The development of citizenship helps children to develop their roles as members of our school, their neighbourhoods and wider communities, preparation for life in British Society and finally as global citizens. In doing so, we develop their sense of self-worth. We believe that PSHE and citizenship is concerned with children becoming aware of issues concerning rights and wrongs, personal rights and responsibilities, fairness, rules and laws, power and authority, equality and diversity, communities and identities, democracy, conflict and cooperation. This is of course not to discriminate or disparage against pupils contrary to the Equality Act.

The school ensures that all pupils are aware of the Fundamental British Values such as democracy, rule of law, individual liberty and mutual respect and tolerance of those with different beliefs. These values are taught both discreetly within various subject areas as well as forming a back bone to many topics through the curriculum.

PSHE and citizenship are taught within the EYFS topic work covered aims to develop a child's personal, emotional, social and health development in line with the key objectives. These are assimilated within the Early Learning Goals.

Circle time provides opportunities for PSHE and citizenship based work for Key Stage 1. Within the course of any teaching day, many key elements are covered through practical activities, class discussion, school trips and special visitors.

At Key Stage 2 PSHE and citizenship is integrated within the entire curriculum with the PSHE / Citizenship Schemes of Work related closely to the curriculum provision. The pupils experience and explore the specific aims and objectives of PSHE and citizenship through the broad and varied school curriculum. Teachers plan curriculum subjects in conjunction with reference to the PHSE Schemes of Work to ensure continuity and progression within the PHSE provision. RE, in particular, provides the stimuli and material that leads to many PSHE / citizenship activities.

Specific form time sessions allow for the teaching and sharing of specific PSHE elements on a twice weekly basis.

We ensure that Mead children experience the process of democracy and decision making through the school council. This is then extended to visiting the Houses of Parliament in Years 5 and 6. As Mead children grow up, they learn to

think and discuss pertinently and confidently about issues relating to these concepts as they encounter them in their lives and the lives of others.

Religious Education

Religious Education provides, within the curriculum, a reminder that education concerns the whole person; body, mind and spirit. It confronts teachers and pupils with basic questions about God and humanity, good and evil, forgiveness and salvation, life on earth and especially about meaning and purpose. The school runs on fundamental Christian values whilst welcoming pupils all faiths or none. This is of course not to discriminate or disparage against pupils contrary to the Equality Act.

The curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst respecting and taking account of the teaching and practices in the other principal religions represented in Great Britain.

Morality, including the difference between right and wrong and the effect religious beliefs and practices have on people's daily lives, remains a vital underlying strand throughout the school. We also pay careful regard to the protected characteristics of the 2010 Equality Act, listed at the front of this policy.

Judaism, Buddhism, Islam and Hinduism are also explored and pupils develop a respect and understanding of other cultures and beliefs.

Lessons are generally informal with plenty of opportunity for discussion, exploration and reflection invariably linked to the individual pupil's own life experiences and feelings. This gives the pupil an opportunity to discuss his / her personal ideas, feelings and problems and increases awareness of right and wrong.

One 35-minute period a week plus a 30 minute prep is devoted to RE/PSHE. Much of the work covered appears in other areas of the curriculum and many of the skills learned and information gained will be relevant to other subjects within the curriculum. Follow up work is closely linked to the Literacy requirements.

Community, Democracy and Inclusion

We are by our very nature a local school, nestled in the heart of Tunbridge Wells, our children do not grow up in a bubble! They experience the community around us. Our local community plays a vital role within our school. We use local facilities such as the local tennis courts and Trinity Theatre, we support local charities, we explore aspects of our curriculum through visits to local places of interest such as Tunbridge Wells Art Gallery and Museum, Hever Castle and The Pantiles. Our choir sings for some of the elderly at our Local church King Charles the Martyr as well as undertaking other local performances for those who live locally.

Fostering a strong community spirit is essential. As a school community, we are one and we want to reflect this in our relationship with those around us. We aspire for our pupils to grow up as global citizens in a vibrant and exciting world, to hold out their arms and embrace new experiences in new arenas. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

Modern Foreign Languages

As part of our mission for all to be conscientious and informed citizens, Mead pupils will study at least one foreign language. The knowledge of another's language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two languages, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils' critical, analytical and writing skills.

French and Mandarin

French is taught by a native speaker whose main aim is to provide the pupils with some experience and knowledge of the French language so that they have a sound basis on which to embark on the learning of a second language at secondary school.

Pupils acquire language naturally at a very early age and therefore, to give a child the opportunity to start communicating in a second language at a young age is deemed very important. It is for this reason that French is given a place in the Mead School Curriculum from Kindergarten through to Year 6.

French is taught through listening, speaking, reading and writing. At early stages the first two tend to predominate. Enjoyment and understanding are the main factors in planning. The lessons are usually informal with plenty of oral work including songs, poems and many games and role play. Topic learning has proved the most successful, starting with those areas with which the child is most familiar such as the home, weather, body, shopping, sounds, alphabet, numbers, colours, etc.

Vocabulary and simple conversation phrases are taught from the beginning whilst the basics of grammar are taught in Years 5 and 6. The latter includes an understanding of gender, the present tense of regular and some irregular verbs and finally the position of adjectives and questions. The child can, therefore, write simple sentences and translate a small passage by the end of Year 6.

All Key Stage Two pupils receive one lesson per week of specialist taught Mandarin. The sessions provide pupils with opportunities to develop linguistic skills alongside learning about cultural, historical and other aspects of China.

The Humanities

History

An understanding how people, their actions and the environment have influenced and continue to influence society underpins the Humanities curriculum. Our aim is that through studying History, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Within History, we aim to give each pupil knowledge and understanding of the past and its effect on our times today. We are, therefore, not just concerned with the acquisition of information but also, and perhaps more importantly, the understanding of chronology, continuity and change, similarity and difference and cause and effect.

Pupils are helped to develop skills such as those involved in interpretation. Here the pupil learns the difference between fact and a point of view and makes judgements based on evidence. Evidence comes from historical resources and the pupil learns how to use and interpret these. At EYFS and Key Stage 1 the work is project based and cross-curricular. In Key Stage 2 it becomes subject based but cross-curricular links are made with other subjects.

Using the environment as a source of historical information is actively encouraged and drama activities also have an important focus in the teaching of History. Visits to The Pantiles and its environs, buildings of interest and museums are arranged as appropriate, as are theme days and visiting speakers.

Through a variety of approaches, we try to bring History alive, make it vital and pertinent to what is going on around us in the world today.

Geography

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Within Geography at The Mead, we aspire to help each pupil make sense of their surroundings and the wider world. This is achieved through the study of places and the human and physical processes, which shape them and the people who live in them.

The three main aims are;

- ☐ to help the child develop geographical knowledge and understanding,
- ☐ to introduce the child to geographical enquiry,

to help the child develop a sense of identity through learning about the United Kingdom and its relationships with other countries.

Fieldwork is used to help pupils fully understand the geographical skills being taught and developing good geographical skills begins in Key Stage 1 through a smaller, local scale to which the pupil can relate. This progresses throughout the school to reach a higher level in the top KS2 classes where the pupils are taught to use and understand Ordnance Survey Maps, use and make accurate 6 figure grid references and record the position of counties / capitals using longitude and latitude.

Pupils develop knowledge and understanding of their local area starting at Key Stage 1 where work is project based and cross-curricular. This is developed through the school where the local area is used to illustrate the principles of physical, human and environmental geography. Once the basic concepts have been understood and assimilated, they can be used as a tool to study a larger area in their home region and areas further afield in this country and others: thereby developing knowledge of geographical features and relationships between land use, buildings and human activities.

Global Citizenship and Sustainability are both an underlying theme for topics as well as a standalone Unit of Study for Year 6. Pupils learn about the threats to our environment, the challenges of sustainability and the importance of developing a global awareness of their role and place in the world. The concept of 'every little bit counts' is taught and put into action as each pupil becomes involved in projects which help to protect, maintain and restore the environment.

The curriculum extends to such initiatives as Forest School and The Green Flag, a widely recognised and sought after award that we have been awarded.

Topic Work

Topic Work at EYFS and Key Stage 1 is cross-curricular. One or two projects are completed each term and are designed primarily to cover Key Stage 1 Key Objectives in Science, Humanities and Technology.

At Key Stage 2 where subject areas are defined, one subject area forms the topic core and links are made with other subjects wherever possible. The topics are presented in a topic book and standards of presentation are set throughout the school. It is here that the pupil's design skills and independent learning can be developed for each pupil is required to present their written work not only neatly but also creatively. Pictures and diagrams are collected and drawn and the child is encouraged to research information for him / herself.

In Years 5 & 6 the children may be set essays and mini-projects. Researching the necessary information, developing intelligent Internet skills and using reference books develops the skills necessary for pupils to become independent learners and the pupil's development in these skills is taken into account when marking their work. The Year 6 Isle Of Wight Topic Book is the culmination of these skills.

Entrepreneurial and economic literacy

Through a range of curriculum based areas and form time initiatives, pupils are given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

Enrichment and the Co-Curriculum

Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

A wide range of extra-curricular activities are offered both at lunch break and after school and hopefully there is something to suit every child and opportunities for each child to discover an area which will interest them.

The emphasis is on variety and giving pupils the opportunity to experience and experiment. The activities offered include Judo, Ballet, Tap, Modern & Jazz Dancing, Music, Cookery, Art, Story Writing and Craft, Meditation, Poetry, Sport and Ecology.

Judo is taught by an expert and children are graded twice a year.

Ballet, Tap & Modern, Jazz and LAMDA are taught by specialists. Children are prepared and entered for examinations.

In Music the pupils are encouraged to learn an instrument and the following are offered: Piano, Violin, Flute, Clarinet, Saxophone, Horn, Recorder, Cello, Ukulele and Guitar. There is also a Choir, a Wind band, Swing band and a string group.

In Summer, the games played in the junior school are tennis, rounders, cricket and athletics. In Winter there is football, rugby, netball and hockey.

Clubs vary from term to term depending on the weather and the interests of the staff concerned. Art and craft activities, for example, have ranged from puppet making, collage, batik, pottery, papier mache and sewing.

Our overall aim with all these activities is to give the children an opportunity to develop a plethora of skills and interests upon which they will have the ability to build upon, practice and develop during their time at the Mead and beyond.

Music

The aim of the Music Department at The Mead School is to foster and stimulate a real love of Music and to develop ongoing musical skills and musical understanding with enjoyment, confidence and progression.

During lessons pupils are given opportunities for performing, listening and appraising, creating and composing as well as extemporising. Pupils are encouraged to work both individually and in small groups and as a whole class.

Instrumental work in the school is offered, both on an individual basis as an optional extra, and within the classroom when appropriate, as part of the Music session. The teaching of the extra-curricular instruments is undertaken by the Director of Music and by visiting peripatetic staff.

Currently children may learn violin, cello, ukulele, singing, recorder, flute, clarinet, guitar, piano, harp, drums, horn and trumpet. Aural and Music Theory classes are also offered where appropriate, and new instrument tuition requests are always welcomed. Children are entered for Associated Board exams when ready. Ukulele is taught in small groups from Year 1 upwards.

The school choir provides an opportunity for pupils who wish to spend more time singing and performing as a group. This is entirely voluntary on the pupil's part and non-selective. It is hoped that the enjoyment they experience as part of such a 'team' will not only foster their love of music as a social and emotional art form, but also develop their musical skills. There are many varied opportunities for performing in a range of environs, schools, churches, local theatres, and occasionally even the O2, the ISA Conference and Royal Albert Hall. There is also a KS1 choir.

The wind band and string group operate mainly as separate groups because of the nature of the instruments. However the two groups do combine forces as an orchestra on occasion. Again ensemble playing provides an opportunity for young musicians to work as a team to learn the special art of playing, creating and performing together.

It is considered part of the musical education of Mead children to both perform in front of audiences and also to go to concerts given by other musicians. Therefore every effort is made to expose the children to the educational programme offered by places such as the Royal Festival Hall and the Barbican in London as well as workshops at school.

The regular festivals of Harvest, Christmas and Easter, and Prize giving, provide much opportunity for musical performance with a variety of repertoire and style. At least one concert is given to parents each term, whilst smaller presentations at Assembly are a very regular feature.

An inter-house Music Competition takes place every two years, when every child has the opportunity to perform on an instrument and sing. An outside adjudicator comes to school for the final afternoon.

The musical highlight of the year is the annual Summer Show, when a full-scale musical is presented and staged at a local public theatre. This involves all pupils from Reception through to Year 6.

Drama

The Expressive and Creative Arts are central to our curriculum. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

Drama also forms part of the English curriculum at The Mead School and is specialist taught. The Drama curriculum draws on the learning objectives for each year group found within the National Literacy Strategy.

Drama is used as a means of promoting a feeling of self-confidence and self-awareness which can be very useful in strengthening all performance work for example, reading aloud in class, addressing another group of children in assembly, church services, Summer show or giving out information to others. Many of the Speaking and Listening objectives are covered in this way.

Key Stage 1 and Reception (EYFS) classes receive 1 lesson of Drama a week. This will include re-telling stories, rhymes and creative movement. These sessions are also especially useful for developing body co-ordination. Where body co-ordination has been identified as weakness in a particular child, Drama can often help to improve co-ordination and self-awareness.

Throughout Key Stage 2 all classes receive two sessions of drama per week. While most units of work will begin practically and creatively, regular opportunities will be given for detailed word and sentence level work. Text level work will inform each unit through the use of appropriate written material, and the creation of Drama scrapbooks.

Drama is used as a vehicle for exploring issues and themes in other curriculum subjects which are especially evident in History, PSHE and RE. This may either be the study of a specific topic area, such as 'The Vikings' or 'The Victorians', or where they can serve as consolidation of a set book. In these situations, children engage in role-play activities that culminate in discussion and assessment. Children are encouraged to watch each other's work and to comment upon it. The asking of questions is actively promoted in this area as it can also serve to highlight particular misunderstandings or misinterpretations of the text. Where appropriate, professional Theatre in Education groups may be invited to perform with and for the children for example, The Young Shakespeare Company.

In addition, the whole school works together throughout the Summer Term to produce a full-scale musical performance. This is compulsory and all children are expected to perform. The school uses the facilities at the Trinity Theatre in Tunbridge Wells, a fully equipped professional theatre. This gives the children a unique opportunity to experience the excitement of working in an entirely professional environment outside the confines of the school, and for many this becomes their first introduction to the world of Theatre.

The specialist Drama teacher also teaches pupils privately in the LAMDA drama syllabus exams in Acting, Speech and Prose. These lessons serve to promote and encourage those children who would benefit from either small group or individual tuition to enhance their interests and talents. The Mead School has a long and illustrious reputation for gaining Drama scholarships to various Independent secondary schools such as Beechwood, Mayfield, Bethany and Kent College. In conclusion, the role of Drama is seen as fundamental to the development of literacy & PHSCE among all children and is valued for the support it gives to the wider curriculum.

Physical Education

The aim of the Physical Education curriculum is to ensure that every pupil participates in Sport and Physical Activity and that all pupils enjoy sport through participating in a wide range of activities, which includes athletics, games, movement, swimming, football, rugby, tennis and cricket for boys and netball and rounders for girls.

In the Early Years Foundation Stage the emphasis is on learning about the body and how to move the body. At Key Stage 1 the emphasis is on you, your body and something external, i.e. ball, skipping rope, etc. At Key Stage 2 the emphasis is on you, your body and something external and working with either a partner/several partners or as a member of a team.

We aim to encourage and prepare as many pupils as possible to represent the school in their age groups at a competitive level against other schools within the area or in a range of ISA festivals.

Safety is always emphasised, as is the importance of rules and the need to follow and respond to instructions quickly. Through physical activity we enable pupils to improve their general fitness, strength, speed, endurance, cognitive development and team spirit.

The sport programme endeavours to include all aspects of Key Stage 1, 2 and many of the Key Stage 3 objectives of the P.E. National Curriculum.

Pupils are encouraged to be physically attuned and to be familiar with the relevant terminology of the activities they choose to undertake.

Good posture and the correct use of the body are considered essential. Pupils are expected to consolidate particular skills through practice and competition. They also have to develop a sense of fair play, honesty and sportsmanship. They must learn and cope with the consequences of their actions on others, and take loss and defeat as well as victory

and success. Pupils are encouraged to strive for themselves and for others, to work hard both as an individual and for his / her team. Working as a member of a group means he / she has to take into account not only their own skills but the skills of others. He has to evaluate the part he / she plays and the roles that other members play and in addition to this he / she may have to adapt his responses to suit them.

In general, the P.E. Curriculum is designed to encourage personal all round fitness, to impart a knowledge and understanding of sports activities and to develop the skills necessary to play these well and with a fair competitive team spirit. Finally, it tries to encourage the pupil to strive for maximum personal and team performance, and with it, develop a healthy lifestyle.

Preparing for the World of Work

Pupils learn to adapting to each next stage of their education as they progress from the Early Years, through KS1 and KS2, succeeding in key progress markers and/or exams. They are prepared for examinations for entry into a wide range of senior schools. They learn how to work for goals, manage and even thrive under pressure. Work education is part of their experience, introducing them to the world of work and allowing them some experience thereof. They are invited to take advantage of leadership, enterprise and service opportunities and grow in experience and character as a result.

Monitoring and review

The Head and Deputy Head Academic are responsible for monitoring the way the school curriculum is delivered. This is reported on by the middle managers and subject coordinators. This is overseen by the Wishford Executive through the Director of Strategy and Education.

The Director of Strategy and Education oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director of Strategy and Education also liaises with the SEND coordinator / Head of Learning Enhancement, and monitors the ways in which special needs are addressed.

The Head is responsible for the day-to-day organisation of the curriculum. The Head has oversight of the weekly evaluations of all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

The Senior Leadership Team, Middle Management and Subject Leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. The Middle Management and Subject leaders also have responsibility for monitoring the way in which resources are used and managed, monitor, and develop their subject areas and feed this in term into the whole school Development Plan and Strategy.

STAFF: A Webster (Head), I Feaver (Deputy Head Academic)

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