



SARK SCHOOL

*'Une petite êkole duve d'grans ambisions'*

*Rue de la Seigneurie, Sark, Channel Islands, GY10 1SF | Tel: 01481 832601*

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## **Sark School Curriculum Policy**

This policy applies to all pupils in the school, including in the EYFS.

### **1.0 INTRODUCTION**

1.1 At Sark School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2023) 'Statutory framework for the early years foundation stage'.

[National Curriculum for Key stages 1-4](#)

[Statutory Framework for Early Years](#)

1.2 The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All staff keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other Channel Island schools.

1.3 The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines.

1.4 The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy.

### **2.0 VALUES**

2.1 At Sark School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment.

2.2 Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

2.3 Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.



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2.4 We are fortunate at Sark School to have a spacious, well equipped learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. At Sark school our values permeate all areas of school life and are reflected by the school's simple motto: **Be Kind, Be Curious, Be You.**

### **3.0 Curriculum**

3.1 It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles.

3.2 Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

3.3 Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils.

3.4 The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum.

3.5 We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils. This is done through real and virtual experiences that enable pupils to have valuable experiences without physical barriers.

3.6 All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required.

3.7 A planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning, teaching assistant direction (if and where required), vocabulary development, risk assessment and resources required.

3.8 Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups/phases. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

3.9 At Sark School, we use subscriptions to subject associations to keep up-to-date with subjects and to support teaching with quality resources. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

### **4.0 Time allocation per subject**

4.1 Schools are free to decide how much time should be spent teaching each subject.

4.2 English and maths are taught each day and the wider curriculum subjects are given equal importance and taught weekly. For Art, DT, geography and history this is in unit blocks but with links across subjects where relevant.



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4.3 Science is taught for 2 hours a week.

4.4 PE is taught mainly by visiting specialists in terms 2 and 3. Dance and gym are taught in term 1 by class teachers one hour a week

4.5 ICT is thread throughout the curriculum

4.6 Drama is taught in a whole school performance opportunity once a term

4.7 French is taught throughout the school .

4.8 Our linked-up learning approach provides children with plenty of opportunity to extend their learning and develop skills outside the strict timetabling of each subject.

## **5.0 Pedagogy**

5.1 We subscribe to our Learning Powers throughout the school. This allows us to look at how we learn and encourages the use of the Growth mindset.

5.2 At Sark School we feel that it is important to allow pupil participation and we subscribe to co-operative learning principles. Pupils are encouraged to discuss and share ideas in a language rich environment

5.3 We prescribe to a talk-less teaching model where pupils spend more time learning than engaged in teacher-led instruction.

## **6.0 Learning Environment**

6.1 Our learning environments are used as teaching tools. As a school, we keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently.

6.2 This can be done by signposting or using neutral backgrounds and selecting and organising our displays carefully. Overcrowded and 'busy' displays are discouraged.

6.3 In the EYFS, displays and resources are organised and labelled to enable learning and to teach children organisational and ordering skills.

6.4 Displays around school are also used to showcase, value and celebrate children's achievements and great work.

6.5 Our children have input into these displays and the aim of them is to promote children's self-esteem, alongside recognising and valuing excellent learning and achievement.

6.6 We equally value our outdoor learning and indoor learning with the environment of our island being classed as our outdoor classroom as well as our dedicated space



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## **7.0 The roles of the Subject Leaders**

7.1 It is the role of the subject leaders 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.

7.2 This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into bespoke, well sequenced schemes of work.

7.3 The subject leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show examples of the achievements of children at each key stage and to demonstrate the expectations of attainment.

7.4 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;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- liaise with appropriate bodies e.g. other schools, governors, the EDOs etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans;
- engage with subject associations and disseminate information to staff as 'mini' CPD.

## **8.0 Monitoring and evaluating**

8.1 The Head of School has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Subject Leaders.



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8.2 These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff.

8.3 The Head of School will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

**Other policy links**