



The main aim of the curriculum is to establish an entitlement for each child which enables them to realise they are UNIQUE and have unlimited potential spiritually, emotionally and academically.

## 1. Curriculum and Organisation of Learning

The curriculum policy ensures that the curriculum is consistent with the vision, mission and aims of our school. It is intended to have a positive impact upon the learning of each child and the teaching process. We believe in the concept of lifelong learning and the notion that personalised learning should be rewarding and an enjoyable experience for each child, so that they are able to make progress and achieve as successful learners. The school encourages each child to become a confident individual so that they are able to live, safe, healthy and fulfilling lives. We equip each child with the skills, knowledge and understanding necessary to make informative choices about important things in their lives which would enable them to become responsible citizens and to contribute to society and the wider world. We seek to recognise, develop and celebrate a gift and talent in every child as well as enable them to gain lifelong learning skills through the 7 R's:

- Respect – Learning to value the thoughts, contributions and ideas of others, developing a taste for learning, devotion, service and spiritual practice
- Resourcefulness – Learning to make good choices about work and self
- Reasoning – Learning to learn through mistakes
- Resilience – Learning not to give up and stick to learning tasks
- Responsibility – Learning to take responsibility for learning, environment and each other
- Reflectiveness – Learning to think how I have learned and how I can do it differently next time
- Reciprocity – Learning to work and serve with others, valuing everyone's opinions.

We offer a personalised curriculum which:

- Promotes our vision mission and aims
- Supports the five outcomes of Every Child Matters agenda (1) Be Healthy (2) Stay Safe (3) Enjoy and Achieve (4) Make a Positive Contribution (5) Achieve Economic Well-being
- Ensures that each child receives their entitlement to a broad, balanced and a holistic personalised education which caters for the needs and interests of the full range of learners so that all have an equal opportunity to succeed
- Supports the pedagogy of personalised learning by providing a curriculum for each child's needs and increasing their choice through planned personalised learning. Aspects of personalised learning include: high quality learning and teaching, target setting and tracking, focused assessment, interventions, pupil grouping, small class sizes, stimulating learning environments, curriculum organisation, an extended curriculum and supporting children's wider needs
- Incorporates the Early Years Foundation Stage and the new National Curriculum (2014) as well as Religious Education (faith nurture and multi-faith) into our cross curricular creative personalised learning and teaching, which we are presently developing to maximise learning and teaching and make it relevant to the learner
- Facilitates personalised learning and teaching where teachers, learners and parents have a stake in raising standards at Bhaktivedanta Manor School by identifying barriers to learning beyond the classroom and supporting and addressing the wider needs of each child
- Facilitates independent personalised learning by encouraging each child to celebrate, spread and share all excellent learning and teaching practices which also lends itself to the curriculum by offering a range of cultural and social opportunities
- Reviews, develops and adapts current government initiatives of future learning and teaching practices

- Fosters a mood of respect for and appreciation of each child and each adult as well as the environment, society, faiths and cultures of others
- Prepares children to become active participants in “the real world” to become exemplary and outstanding citizens
- Provides personal attention to help each child succeed according to his or her unique talent and disposition
- Uses mentoring, coaching, early interventions, self and peer assessment, formative teacher assessment and reporting focussed on the positive, and as needed support classes
- Encourages children to develop their critical thinking skills, and become reflective, philosophical and broad-minded thinkers
- Values pupils as active participants in a challenging and enjoyable educational process, helping them to mature into independent, responsible, lifelong learners
- Provides personal attention to help each child succeed according to his or her unique talent and disposition
- Identifies for each child, without exception, areas in which he or she is gifted and talented, and additionally their specific targets to progress in their learning

## **2. Organisation and Time Allocation**

Bhaktivedanta Manor School is divided into three stages:

- (1) Early Years Foundation Stage: Reception (Age 4-5)
- (2) Key Stage 1: Year 1 (age 5-6) and Year 2 (age 6-7)
- (3) Key Stage 2: Year 3 (age 7-8), Year 4 (age 8-9), Year 5 (age 9-10) and Year 6 (age 10-11)

### **Mixed Age and Split Year Group Classes**

Mixed age classes are formed in our school partly because of the way in which the pupil roll is configured in any given year (i.e. – the numbers of pupils in each different year group). The small class sizes make possible individual attention to each child and form the basis of great student teacher relationships.

Children benefit in many ways from the opportunity to become an ‘expert’ for the younger children and a positive role model which the younger children often aspire to. This often nurtures thinking & problem solving skills, vocabulary & social competences. There is often a greater sense of cooperation and opportunities to work with a wider circle of peers. The children sometimes have two years with the same teacher and this provides a perfect opportunity for the teacher to develop a deeper understanding of a child’s needs and strengths and is therefore in a stronger position to better support the child’s learning.

In turn the child knows their teacher well, understands the expectations they have, and can build upon a level of trust that encourages them to ‘have a go’ or try something new.

Currently (academic year 2016-2017) we have four classes which have been split into Reception/Year 1, Year 1/Year 2 (KS1), Year 3/Year 4 (Lower KS2), Year 5/Year 6 (Upper KS2). Each class has their own class teacher(s).

### **Curriculum Time Allocation**

The school has an official start time of 9:00am, finishing at 3:15pm. There is a mid-morning break, and an hour for lunch and play.

*The school day previously included an optional spiritual programme in the early morning hours (7:00 – 9:00 am) leading up to the daily academic curriculum. This greatly enriches the child’s time at school. The programme includes japa (chanting), scriptural study and interactive discussions which are catered to the children’s understanding. The children also enjoy delicious breakfast prasadam. (We hope to have the capacity to start this up again from September 2017.)*

## **Curriculum Organisation**

The Bhaktivedanta Manor School personalised creative curriculum programme:

- Finds the right challenges for each child and addresses their particular needs so that each child has an equal opportunity to succeed
- Meets the needs and interests of its learners including:
  - Gifted and talented
  - Learners with learning difficulties and disabilities including those with speech, language and communication needs
  - Learners who are learning English as an additional language
  - Boys and girls
  - Children who are in care
  - Learners with social, cultural, emotional and behaviour difficulties
  - Learners with social and economic deprivation
- Incorporates flexibility into the curriculum organisation to take on board the voice of each child so that they are able to take responsibility for their own learning

## **Early Years Foundation Stage (EYFS)**

The school follows the EYFS Framework. The children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.
- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan the children learning and activities in school. The Reception staff will make sure that the activities are suited to the children's unique needs.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside, and these are incorporated into the daily teaching at our school.

The children are outside every day and we use the whole range of opportunities on the site in terms of visits to a working farm, ducks, lake, gardens to enhance and support the curriculum.

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by the reception teacher and is based on what they, and other staff supporting the children, have observed over a period of time.

## **Key Stage 1 and 2**

The National Curriculum (2014) consists of core and foundation subjects as well as Religious Education and PSHE. We use the National Curriculum as a basis to plan a personalised cross-curriculum creative plan that fits the needs of each child in a creative way. Classes are taken outside whenever possible especially when the outdoor environment supports or is a foundation for learning. We do our utmost to ensure that our curriculum is broad and balanced, flexible enough to be able to respond to the varied interests and capabilities of the children in our care. The progression and continuity of learning is monitored through continuous assessment practice.

We use Hamilton Trust mixed year group planning to support teachers deliver English, Maths and Science lessons in the school.

EYFS: 22.75 hours per week

Key Stage 1: 22.75 hours per week

Key Stage 2: 22.75 hours per week

### KS1 Curriculum Time

Subject	Recommended time per week	Percentage of a 22 hour teaching week
English (including phonics, reading, writing, S&L)	5 - 6 hours	25%
Maths	5 - 6 hours	25%
Science	1 - 2 hours	8%
Computing	50 min	4%
Design & Technology	50 min	4%
History	50 min	4%
Geography	50 min	4%
Art and Design	50 min	4%
Music	50 min	4%
PE (including Yoga)	50 min	4%
RE	2 hours	10%
PSHE/Citizenship	Integrated	4%

### KS2 Curriculum Time

English	5 - 7½ hours	25 - 30%
Maths	5 - 6 hours	25%
Science	2 hours	9%
Computing	55 min	4%
Design & Technology	55 min	4%
History	55 min	4%
Geography	55 min	4%
Art & Design	55 min	4%
Music	55 min	4%
PE (including Yoga)	1 - 2 hours	5 - 10%
RE	2 hours	10%
PSHE/Citizenship	Integrated	4%
<i>Modern Foreign Language</i>	<i>Not currently taught in 2016 - 2017</i>	N/A

The thematic curriculum facilitates cross-curriculum and personalised learning for all pupils. The above timetable ensures all core and foundation subjects are covered within our creative curriculum. Many subjects are taught as integrated into a theme. Maths is taught as a discrete subject but topical number work is woven in where appropriate. English is embedded into much of the thematic work, however there are also discrete spelling/phonics lessons (also developing vocabulary as part of the current themes).

The PSHE and Citizenship agenda is woven through all our learning and play activities. It is this embedding within everything we do that makes us a school that nurtures children not just academically but spiritually, morally and emotionally.

### 3. Assessment

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions
- Ongoing observations
- Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback

*\* The school is currently (May/June 2017) moving towards 'assessment without levels' and it has recently acquired Target Tracker (a complete assessment education software package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2).*

### 4. Target Setting and Tracking

A clear knowledge of the attainment and progress of each child enables staff, in partnership with parents, to develop personalised learning by setting precise individual targets for each child. Targets are also then set for a group and/or the whole class and subsequently the whole school.

Targets are followed up with regular tracking of progress of:

- Each individual's child's progress with the class
- Each class' progress within the school
- School targets

At present each child has a file with their assessments, targets and also including evidence of their work. This begins with the Learning Journey in Reception and the Foundation Stage Profile. Assessments take place at the end of every half term, both formative and summative. Target Tracker has been introduced in May 2017 which enables the teachers to track the children's progress from Reception age to ensure they are making expected progress.

In addition, progress files travel with the children throughout their time in the school from class to class. Parents are also made aware of the children's targets at least twice a year during

consultations with teachers. In this way they can also support the child's learning at home with the targets in mind. The tracking process is effective only in so much as the teacher uses the results of the tracking to inform the planning.

## **5. Inclusion, Disability and Equality of Access and Entitlement for Every Child**

We aim to find the right challenges for each child and address their particular needs so that each child has an opportunity to succeed. Our effective curriculum caters for the needs and interests of the full range of learners. This is achieved by:

- Promoting an inclusive ethos
- Facilitating a broad and balanced curriculum for each child
- Working with parents when barriers to learning are identified and making adjustments to promote progress
- Addressing the needs of identified groups of learners
- Grouping them in a manner that will ensure they are confident learners achieving their targets and progressing (sets, bands, mixed ability or gender)
- Guided learning in small groups for the less able pupils

At present we cater to children of various backgrounds, with some from disadvantaged backgrounds. We identify and develop each child's strength and address any weaknesses.

## **6. Special Education Needs**

The Bhaktivedanta Manor School ethos recognises the rights of all our students to enjoy equal access to learning and to be part of the school family. We see students with SEND as part of the continuum of valued individuals within that school family. Our school policy will ensure that provision is in place for all children with Special Education Needs (SEND) and/or Learning Difficulties as disabilities (seeking admission in the school). We believe that all children are entitled to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progress and continuity to be experienced.

### **Our aims in reference to our policy on Special Education Needs and the SEN Code of Practice 2015 are:**

1. To identify children with special education needs or Learning Disabilities and difficulties early on through an initial consultation and assessment at reception entry
2. To appreciate the needs of individual children
3. To appreciate the gifts of individual children with Special needs
4. To allocate as much appropriate teacher/learning support as financially possible. This may be individual, group or extra support in the classroom working alongside the teacher
5. To differentiate the curriculum and make it accessible to all children
6. To monitor and review the children's progress
7. To encourage parental involvement and cooperation
8. To seek the advice and guidelines of other professionals
9. To make full use of available resources and to build up a bank of "special differentiated resources" to support a modified learning programme.
10. To enable pupils with SEN/LDD to access extra-curricular activities in order for them to gain a growing sense of their place within the wider school community;

11. To ensure that pupils with SEN/LDD feel safe, valued and respected in the School.

In order that the policy is implemented effectively, the governing body will continually improve and evaluate the framework to meet the needs of children with special needs and their parents. The Governing Body will appoint and train a SENCO to coordinate and take responsibility for the day to day management of the School's special needs provision and teaching assistants will be trained to be able to effectively support students in the classroom. The SENCO will attend cluster groups relating to SEND and other courses at least 3 times a year. We may also seek the help of an Educational Consultant for diagnostic testing as well as continued training for staff in strategies to support the child's learning.

The SENCO will work closely with parents and other stakeholders and agencies to ensure that the school not only meets its statutory obligations and requirements but ensures that teachers are supported to enable them to provide the very best educational experience for all the students. If a child is deemed to require specialist support, we may recommend that a child may be better situated in a specialist school. The school will also gain much from the Avanti Trust family of schools by sharing best practice.

*\* Please see the Special Education Needs, Learning Differences and Disabilities Policy (SEND) May 2017 for further information.*

## **7. Supporting Learner's Wider Needs**

There are a range of extra-curricular programs depending on the time of year, ensuring access for all groups of learners. It also involves parents and carers as well as the wider community, which helps to provide this extended provision. Some of these include:

- Environmental club/Gardening
- Knitting/sewing and handicraft club
- Chess Club
- Drama
- Traditional Indian dance
- Art/drawing skills
- Sports – football and cricket

## **Visitors to the School**

We have a range of visitors that come into the school to address the children – some from our faith community and others from the broader multi-faith community, health and safety, and social services, musicians, artists, authors, etc.

The children also regularly go on educational visits to support their learning. We aim for the children to have the opportunity to go on an educational visit at least once a term and sometimes twice as it expands their learning immensely and makes the learning relevant to them as well.

## **8. Pupil Development & Celebrating Achievement**

We celebrate achievement on all levels and for all pupils. In the class positive behaviour and learning is rewarded with praise and stickers. Each week we have an assembly with the whole school to celebrate the achievement of pupils. Every week one child (different every week) is rewarded from each class group with a certificate and a small gift for some achievement the previous week. At the end of each month we have a celebration assembly where one class each time will prepare a little presentation of their learning that term. There are also special awards for achievement and behaviour. At the end of the term we have a special we have a presentation evening with performances from the pupils and awards.



## **Peer mentoring**

The older children play a crucial role in mentoring and assisting the younger ones in both learning and play. A buddy system is used one afternoon for reading. A prefect system is in place where 2 children per week will have the special responsibility of helping to supervise the small children. They are great role models and the younger children really look up to them.

## **Personal and Emotional development**

The curriculum helps develop pupil's self-esteem, character and distinctive but inclusive sense of identity. To nurture students' positive self-image, the school commits to:

- Help each pupil develop a personal relationship with the Divine, represented through the deity, loving relatives, intimate friends, the natural world and exemplary role models (including gurus, teachers and a host of heroes and heroines)
- Foster students' awareness of a spiritual identity, shared by all peoples and all living beings, thus transcending all differences based on age, race, gender, species, ability and faith affiliation
- Prepare pupils to eventually make up their own minds on issues of belief and belonging, whether religious or secular
- Prepare students to cope assertively and dialogically with prevalent, popular views that may differ from their religiously-based views (e.g. of a world that is hierarchical)
- With the assistance of supportive parents, engender in children Vaishnava values and virtues, classified into five main categories, as per our vision statement:
  1. Positive Interest in Life
  2. Respect and Self Control
  3. Honesty and Responsibility
  4. Courage and Confidence
  5. Care and Kindness

The school holds sessions with professionally trained counsellors who have experience in working in children in schools. This is group work using a variety of modalities that helps to foster self-esteem, confidence and emotional stability in the children. This extends to open individual pastoral sessions with the children according to their desire once a week or fortnight. We aim to run sessions in this manner for parents so that they can fully embrace our vision for the school and our ideals. We will also run professional development sessions with the staff so that they are able to honestly and objectively reflect on their practice.

## **Personalised Learning and Teaching Environment**

We organise the learning environment to support a range of different interactive teaching and learning approaches so that each child's learning needs are met through:

- 1) Spiritual environment – access to the main shrine in the temple
- 2) Learning space – Access to quality learning space to promote independence
- 3) Learning Resources – Access to resources to support learning of each child
- 4) Emotional environment – Welcomes and fosters positive relationships, understanding and respect
- 5) Outdoor and indoor environment – Flexible use of the outdoor and indoor learning environment
- 6) Physical Learning environment – informs, celebrates, stimulates and creates independent learners
- 7) "Safe" environment – with consistent rules and routines creates a calm atmosphere and supportive climate for learning

## **Focused Assessment for Personalised Learning, recording, marking and feedback**

We secure knowledge through focused assessment of each child's current progress from which target and support is accurately tailored for that child. The learning is based on the relevant prior learning and active, short, medium and long term assessment which ensures that:

- Every child knows how they are doing, understands what they need to do to improve and how to get there
- Every teacher knows how each child is doing, understanding what they need to do to improve and supporting each child's needs with tailor made targets
- Every parent and carer knows how their child is doing, understands what they need to do to improve and how they can support their child and their teachers
- Bhaktivedanta Manor School has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of each child and for tracking their progress

## **10. Community Engagement**

The School has a strong ethos of community engagement and it is at the heart of our vision and ethos. This is demonstrated in the following ways, over a number of years:

- Yearly visits to other faith institutions including mosques, churches, synagogues and Buddhist temples. (A week is dedicated to multi faith.)
- Pen pals with children from other independent and different faith schools – St Christopher's School
- Visiting local schools during festival times i.e. Diwali to perform a plays, puppet shows and answer questions thus promoting community cohesion
- Contributing to local school's themed days based on India or Hinduism through dance, music, displays and presentations
- Visits to Retirement homes at Christmas time to sing carols
- Visits to our neighbour (Delrow House) to sing to the residents who have learning disabilities
- Visits to Krishna Avanti school for dialogue, and performance based on a common theme
- Attending a children's festival on the local green for the Royal Wedding
- A presentation with other local faith schools for Hertsmere Forum of Faiths
- Participating in the Scarecrow competition at the Radlett Festival
- Working on a community project with the children from the local Fairfield Church of England Junior school
- Learning British Sign Language one term a year to be able to understand and communicate with the Deaf community. We had a visit from a school in St. Albans with predominantly deaf and special needs children

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