PARK SCHOOL

Whole-School Subjects Policy

English • Mathematics • Science • Computing • History • Geography • Art and Design • Design and Technology • Drama • Music • Physical Education • Modern Languages • Religious Education • PSHEE

Applies to	EYFS, Lower School and Junior School
Policy reference	Whole-School Subjects Policy
Policy owner	Director of Studies
Reviewed by	Subject Leaders
Review cycle	Annual

1. Purpose and scope

This policy provides one consistent framework for the planning, teaching, assessment, resourcing, monitoring and review of all curriculum subjects at Park School. It replaces separate subject-policy documents while preserving subject-specific aims, curriculum features and safety requirements. Detailed schemes of work, progression documents, curriculum maps and risk assessments remain operational documents and should be read alongside this policy.

2. Whole-school curriculum principles

- provide a broad, balanced, ambitious and coherent curriculum for all pupils
- build secure knowledge, vocabulary, concepts and skills through planned progression
- use pupils' prior learning and assessment to inform teaching and next steps
- promote curiosity, creativity, independence, reasoning, communication and problem-solving
- support spiritual, moral, social and cultural development and Fundamental British Values
- prepare pupils for the opportunities, responsibilities and experiences of later life
- make purposeful links between subjects without weakening each subject's distinct knowledge and methods

3. Planning and progression

Subject provision is planned through long-term curriculum maps, medium-term units and appropriate short-term planning. Subject leaders work with class and specialist teachers to ensure suitable breadth, balance, sequencing, continuity and progression. Teachers identify clear learning intentions, appropriate vocabulary and suitable opportunities for pupils to retrieve, apply and deepen prior learning. Plans are reviewed in response to assessment, monitoring, cohort needs and relevant developments in each subject.

4. Teaching and learning

Teaching uses an appropriate combination of explicit instruction, modelling, questioning, discussion, guided and independent practice, investigation, practical work, collaboration, reflection and feedback. Teachers select approaches that are appropriate to the subject and pupils' stage of development. Technology is used when it improves explanation, access, practice, creativity, research, assessment or presentation.

5. Inclusion, SEND and exceptional ability

All pupils are entitled to meaningful participation in every subject. Teachers adapt teaching, resources, communication, equipment, grouping, pace and outcomes where necessary and make reasonable adjustments for disabled pupils. Provision takes account of SEND plans and pastoral or medical needs. Pupils who demonstrate exceptional ability or talent receive additional depth, complexity and challenge rather than routine extra work.

6. EYFS

In EYFS, subject foundations are developed through the statutory areas of learning, purposeful play, direct teaching, stories, talk, exploration, movement, creativity and first-hand experience. Practitioners use the EYFS framework and Early Learning Goals to plan a developmentally appropriate curriculum that prepares children for later subject learning without imposing inappropriate formal expectations.

7. Assessment and reporting

Assessment is proportionate to the subject and includes observation, questioning, discussion, practical performance, pupils' work, quizzes, tests and end-of-unit judgements where appropriate. Assessment identifies what pupils know, understand and can do, informs future teaching and supports reporting to parents or carers. Subject leaders use agreed evidence to evaluate standards, progression, participation and the impact of provision. Assessment in PSHEE, RE, drama, music, art and PE respects the personal, practical or performance-based nature of learning and is not reduced to inappropriate pass/fail judgements.

8. Resources, visits and enrichment

Resources are selected and maintained to support safe, inclusive and effective teaching. The curriculum is enriched through visitors, performances, ensembles, clubs, competitions, educational visits, fieldwork, productions, workshops and links with local facilities where these enhance learning. Relevant safeguarding checks, risk assessments, consent and supervision arrangements apply.

9. Health, safety and safeguarding

Teachers follow the School's Health and Safety, Safeguarding, Educational Visits, Online Safety, First Aid and Medical policies. Subject-specific controls apply to practical science, art materials, tools, food technology, physical activity, swimming, fieldwork, performances, digital systems and off-site provision. Equipment is used only with appropriate instruction and supervision. Political issues are presented in a balanced manner and visitors are approved in line with School procedures.

10. Subject leadership, monitoring and review

The Director of Studies retains strategic oversight. Each subject leader maintains progression and planning, supports colleagues, oversees resources, remains informed about subject developments, monitors teaching and pupils' work, reviews assessment information and prepares priorities for improvement. Monitoring may include lesson visits, planning and work scrutiny, pupil voice, assessment review and evaluation of enrichment. Findings inform action planning and this policy's annual review.

11. Subject-specific provisions

11.1 English

English is central to communication and educational progress. It develops pupils' ability to listen, speak, read and write accurately, fluently, confidently, creatively and critically for a wide range of purposes, audiences and situations. Pupils learn to communicate ideas, views and feelings and to understand how language works through its patterns, structures and origins.

Core curriculum features

- spoken language: clear and audible speech, attentive listening, discussion, presentation, reflection and adaptation for different audiences and circumstances
- reading: systematic development of phonics, decoding, fluency, comprehension and confident independent reading

- engagement with a rich range of fiction, poetry, drama, non-fiction, media and appropriately challenging texts, including literature from varied cultures and traditions
- writing: accurate and purposeful composition across narrative and non-fiction, using planning, drafting, editing and improvement
- secure development of spelling, grammar, punctuation, vocabulary and handwriting
- drama activities that develop speaking, listening, interpretation, collaboration and evaluation of pupils' own and others' contributions
- application of reading, writing, speaking and listening across mathematics, computing, PSHEE, science and the wider curriculum

Teaching, planning and inclusion

English is taught daily through a balance of whole-class, guided, group and independent learning. Teaching may include shared and guided reading or writing, focused vocabulary, sentence and text work, discussion, review and purposeful use of dictionaries, thesauruses, visual prompts, word banks and digital technology. Planning is organised through long-term curriculum maps, medium-term units and responsive short-term plans, often using high-quality texts and meaningful links with termly topics and other subjects.

Teachers match support and challenge to pupils' starting points through adapted teaching, resources, grouping and outcomes. Classroom assistants, the SENDCO and specialist staff support access where appropriate. This may include accessible texts, visual or audio materials, communication support, assistive technology, focused phonics and spelling teaching, and additional depth for pupils who are ready for greater challenge.

EYFS provision

In EYFS, children develop communication, language and literacy through purposeful play, stories, songs, rhyme, talk, role-play, shared reading and writing, direct teaching and a language-rich environment. Practitioners extend vocabulary, listening, speaking, phonological awareness, early reading and early writing in developmentally appropriate ways and work with parents or carers to support continuity between home and school.

Assessment, recording and resources

Formative assessment is continuous and includes observation, questioning, discussion, reading with pupils, spelling and phonics checks, independent writing, self-evaluation and review of work. Teachers track reading, writing, spelling, grammar and phonics as appropriate and use agreed school, standardised or statutory assessments where relevant. Evidence informs feedback, planning, intervention, challenge, transition and reporting to parents or carers.

Resources include a broad range of fiction and non-fiction, dictionaries, thesauruses, comprehension and grammar materials, visual and digital resources, and appropriately organised classroom and library collections. The English subject leader supports curriculum and policy development, planning, assessment and record keeping; monitors daily provision, teaching and standards; oversees resources; and keeps colleagues informed of relevant developments.

11.2 Mathematics

Mathematics enables pupils to make sense of number, pattern, measure, shape, space, data and relationships and to apply mathematical thinking in everyday life.

Core curriculum features

- fluency and confidence with number and calculation
- reasoning, explanation and mathematical vocabulary
- problem-solving, decision-making and investigation
- practical and visual representations leading to secure abstraction
- application of mathematics across subjects and real-life contexts

Delivery, assessment and distinctive arrangements

Mathematics is taught daily. Short-, medium- and long-term assessment informs planning, intervention and challenge. Teachers moderate work and use agreed school assessments to track progress.

11.3 Science

Science develops curiosity about natural phenomena and equips pupils to ask questions, investigate, use evidence and understand how science affects personal, local and global life.

Core curriculum features

- working scientifically through observation, prediction, fair testing, measurement and evaluation
- secure scientific vocabulary and clear communication of findings
- knowledge of living things, materials, physical processes, Earth and space
- accurate use of equipment, data, diagrams, tables and graphs
- safe practical enquiry and consideration of environmental, social and moral questions

Delivery, assessment and distinctive arrangements

Practical work is risk assessed and supervised. Assessment draws on scientific knowledge and working-scientifically skills, with pupils' books and investigation outcomes showing progression.

11.4 Computing and Digital Literacy

Computing equips pupils to use technology confidently, creatively, responsibly and safely to find, analyse, create, communicate and present information.

Core curriculum features

- computer science, logical thinking, coding, control and robotics
- information technology, data handling and creative use of software and hardware
- digital literacy, online safety, privacy, security, reliability and responsible communication
- application of technology across curriculum subjects
- accessibility technology and reasonable adjustments for SEND and EAL

Delivery, assessment and distinctive arrangements

Computing objectives are mapped progressively and reviewed annually. Teachers retain suitable examples of digital work and evaluate whether technology improves learning. The Online Safety and Acceptable Use policies apply.

11.5 History

History develops chronological understanding, knowledge of significant people and events, and the ability to investigate and interpret the past using evidence.

Core curriculum features

- British, European and wider-world history
- chronology, continuity, change, cause, consequence and significance
- artefacts, primary and secondary sources and the question "How do we know?"
- comparison of interpretations and recognition of viewpoint
- independent research, discussion, analysis and presentation

Delivery, assessment and distinctive arrangements

Visits, stories, sources and local history enrich learning. Teachers assess historical knowledge, chronology, enquiry and interpretation rather than presentation alone.

11.6 Geography

Geography develops knowledge of places, people, environments and processes and helps pupils understand local and global interdependence and sustainability.

Core curriculum features

- locational and place knowledge
- human and physical geography
- maps, atlases, aerial images, scale, direction, grid references, graphs and data
- fieldwork, observation, measurement, enquiry and presentation

- sustainability, stewardship, inequality and global citizenship

Delivery, assessment and distinctive arrangements

Fieldwork is integral and includes use of the school and local environment, including Beach School where planned. All off-site work follows visit and risk-assessment procedures.

11.7 Art and Design

Art and design develops creativity, visual literacy, imagination and the ability to communicate ideas through colour, form, texture, pattern, materials and processes.

Core curriculum features

- drawing and observation from first-hand experience and imagination
- painting, print, textiles, sculpture, digital media and work in two and three dimensions
- exploration, experimentation, refinement and evaluation
- knowledge and appreciation of artists, designers and craftspeople from varied times and cultures
- safe and increasingly controlled use of tools and materials

Delivery, assessment and distinctive arrangements

Teachers assess creative process, technical development, reflection and outcomes. Portfolios or other exemplars may support progression. The School's supervision system for art resources must be followed.

11.8 Design and Technology

Design and technology develops purposeful creativity and practical problem-solving through designing, making and evaluating products and systems.

Core curriculum features

- investigating needs, users and existing products
- generating, communicating and improving designs
- selecting and using tools, materials, components and techniques
- evaluating function, aesthetics, manufacture, sustainability and impact
- food technology, hygiene and healthy choices where included

Delivery, assessment and distinctive arrangements

Equipment is supervised and pupils are taught safe procedures. Practical outcomes and design processes are assessed against intended users, purposes and learning objectives.

11.9 Drama

Drama is an important part of a broad and balanced arts education. It supports communication, creativity, confidence, empathy, collaboration, performance and appreciation of the arts, contributes to pupils' spiritual, moral, social and cultural development, and enriches English and other curriculum learning.

Core curriculum features

- spoken language, role-play, improvisation, movement, rehearsal and performance
- creation and interpretation of character, narrative, mood and dramatic meaning
- development of knowledge, skills and understanding of drama as an art form
- appraisal and evaluation of pupils' own work and professional or peer performance
- collaboration, confidence and performance for a range of purposes and audiences
- purposeful links with English, topic work, assemblies and other curriculum subjects
- inclusive access to written, practical and technical resources that enables all pupils to participate and develop

Delivery, performance and distinctive arrangements

Drama is incorporated into speaking and listening within English and may also be taught through topic-based learning, assemblies and as a separate performing art. Suitable working space, written material and technical equipment are

provided where required, with appropriate supervision, safeguarding and risk assessment. Teachers are supported to develop their drama knowledge and skills, and planned development is identified through subject action planning.

All year groups have opportunities to perform for an audience. These include an annual class assembly; a Christmas production involving Reception, Year 1 and Year 2; a Festive Showcase for Year 5; a Lent Term showcase for Years 3 and 4; and a final-term production for Year 6. Arrangements may be adapted to suit the curriculum, cohort and School calendar. LAMDA lessons may be offered separately to Years 1 to 6 as an optional fee-paying activity.

Assessment considers pupils' developing knowledge and skills, creative contribution, collaboration, rehearsal, performance, reflection and appraisal. It is proportionate to the practical and performance-based nature of the subject and is not reduced to a pass/fail judgement.

11.10 Music

Music enables pupils to create, perform, listen, appraise and enjoy music and to understand how music reflects time, place, purpose and culture.

Core curriculum features

- singing, instrumental performance and ensemble skills
- pulse, rhythm, pitch, notation and musical structure
- composition, improvisation, listening and appraisal
- music from varied traditions, periods and cultures
- confidence, discipline, collaboration and public performance

Delivery, assessment and distinctive arrangements

Specialist teaching, ensembles, performances and optional peripatetic tuition enrich the curriculum. Assessment uses observation, performance, composition and suitable audio, video or photographic evidence. Recording and sharing follow consent and data-protection procedures.

11.11 Physical Education

Physical education develops competence, confidence, teamwork and enjoyment across physical activities and supports informed choices about active, healthy lifestyles.

Core curriculum features

- fundamental movement, games, gymnastics, dance, athletics, swimming, fitness and outdoor adventurous activity
- control, coordination, tactics, rules, conventions and evaluation
- collaboration, competition, leadership and respect
- understanding bodies in action and the physical and mental benefits of exercise
- inclusive participation, fixtures, clubs and sporting events

Delivery, assessment and distinctive arrangements

Teachers assess performance, knowledge and progress against learning objectives. Clothing, jewellery, inhaler access, equipment, facilities and activities are managed under current risk assessments and medical guidance. No pupil is made responsible for emergency medication contrary to an individual healthcare plan.

11.12 Modern Languages

Modern languages foster enjoyment, curiosity, cultural awareness and confidence in communicating in another language, laying foundations for later study.

Core curriculum features

- listening and responding to different voices
- speaking with increasingly accurate pronunciation and intonation
- vocabulary, questions, answers, short presentations and conversation
- reading, writing and basic grammar
- understanding language structure and aspects of life in other cultures

Delivery, assessment and distinctive arrangements

Modern languages are taught from Year 1, with French in Years 1–4 and Spanish in Years 5–6. Active approaches include songs, games, mime, role-play, stories, paired work and visual or digital resources. Assessment is mainly formative and includes spoken and written learning.

11.13 Religious Education

Religious education enables pupils to learn about and from religions and non-religious worldviews, consider fundamental questions and develop respect for people with different beliefs.

Core curriculum features

- Christianity and a balanced range of other principal religions and worldviews
- belief, practice, worship, festivals, sacred texts, identity and belonging
- comparison, interpretation, reflection and respectful discussion
- moral and philosophical questions and pupils' own developing values
- visits, visitors and carefully handled religious artefacts

Delivery, assessment and distinctive arrangements

RE is distinct from collective worship. Teaching is objective, balanced and appropriate to pupils' ages. Parents or carers may request withdrawal from RE in writing to the Headteacher; suitable supervised arrangements will be made.

11.14 PSHEE

PSHEE supports pupils' personal, social, health and economic development, wellbeing, relationships, citizenship and preparation for life in modern Britain.

Core curriculum features

- self-knowledge, self-esteem, resilience, emotional literacy and healthy choices
- relationships, respect, consent, boundaries, online safety and help-seeking
- democracy, law, liberty, responsibility, public institutions and participation
- economic awareness and age-appropriate understanding of risk
- respect for protected characteristics, cultures, faiths and beliefs
- statutory Relationships Education and relevant health education, with RSE addressed in the separate RSE Policy

Delivery, assessment and distinctive arrangements

PSHEE is taught through timetabled lessons, Time to Thrive, assemblies, visitors, School Council, charity work, visits and the wider life of the School. The PSHE Association Programme of Study informs planning. Sensitive discussion is handled safely; political issues receive a balanced presentation. Assessment focuses on knowledge, understanding, skills and reflection, not pupils' private beliefs or a pass/fail grade.

12. Related policies and documents

- Curriculum Policy and curriculum maps
- Teaching, Learning and Assessment Policy
- EYFS Policy
- SEND Policy and Accessibility Plan
- Exceptionally Able and Talented Pupils Policy
- Safeguarding and Child Protection Policy
- Online Safety and Acceptable Use policies
- Health and Safety Policy and subject risk assessments
- Educational Visits Policy
- First Aid, Medical and Administration of Medicines policies
- Relationships and Sex Education Policy
- Collective Worship Policy
- Equality, Diversity and Inclusion Policy

- Data Protection Policy

13. Review

This policy is reviewed annually by the Director of Studies and subject leaders. Subject-specific curriculum maps, schemes, action plans and risk assessments may be reviewed more frequently in response to monitoring, assessment, statutory changes, safeguarding or safety concerns, and developments in subject knowledge or practice.