

Curriculum Policy

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This policy is Reviewed by	Director of Studies
Group	Curriculum
ISI Reference	
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Tick which category this document refers to:

ISI requirement to be made available	
ISI requirement to be on website	
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	

Curriculum

The school provides a curriculum for full-time, supervised education for pupils of compulsory school age which complies with statutory requirements (section 8 of the Education Act 1996) although it does not follow all the requirements of the National Curriculum.

We aim to provide a broad, balanced, challenging, differentiated and relevant education that provides continuity and progression. The broad curriculum is designed to meet the needs of the whole child and nurture strengths, so that pupils develop confidence and resilience for the future and are best prepared for their Senior School of choice.

We aim to:

- provide a broad, challenging and differentiated curriculum.
- ensure that our curriculum reflects and exceeds the expectations of the National Curriculum, ultimately meeting the requirements of the 13+, Common Entrance and Common Academic Scholarship examinations.
- enable pupils to develop enquiring minds, investigative skills, and independent learning techniques.
- encourage a lifelong love of learning through excellent opportunities, so that pupils are able to discover and develop talents.
- promote the intellectual, moral and spiritual growth of individuals, by encouraging hard work in a happy atmosphere.

Objectives

We encourage our pupils to:

- be enthusiastic and to give of their best in all activities;
- live by a set of moral values, e.g. honesty, integrity, personal responsibility, on which to base their own behaviour; in line with our Christian Ethos and British values;
- develop their talents and abilities to the full;

- be creative and to develop their own thinking, as well as developing knowledge, skills and understanding.
- work co-operatively with others.
- develop a respect for other people, their property and the environment.
- be physically fit and recognize the part sport and physical exercise play as an important part of a healthy and well-balanced life.

Attitudes to Learning – the 7Cs

7 key attitudes to learning are emphasised in the delivery of the curriculum:

- Confidence
- Curiosity
- Collaboration
- Communication
- Creativity
- Commitment
- Craftsmanship

There are age-appropriate definitions of each of these for the different sections of the school.

Responsibility for the Curriculum

The Director of Studies has overall responsibility for ensuring that the curriculum delivers the aims and objectives as set out above. The content of the curriculum is decided following consultation with Heads of Section and Heads of Department. Each subject has an assigned Head of Department within the school and, in addition, there are co-ordinators for English and Maths in the Pre-Prep and Juniors. Heads of Department are line managed by the Director of Studies or other members of the Leadership Team.

Content of the Curriculum

EYFS

Teaching in the EYFS setting follows the required seven areas of learning and development:

1. communication and language.
2. physical development.
3. personal, social and emotional development.
4. literacy.
5. mathematics.
6. understanding the world.
7. expressive arts and design

All areas of learning are of equal importance and are delivered in conjunction with each other. The children learn through play and more structured activities. Pupil progress in relation to the early learning goals is recorded, assessed and monitored through the EYFS Profile

Teaching will also focus on the ways children learn and the Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

All of these different approaches will be used to determine how best to take a child's learning forward.

Key Stage 1

In KS1 (Pre-Prep), the emphasis is on further developing maths and English, which includes reading, writing and phonics. The children are encouraged to grow into independent learners and have a 'growth mindset' whilst ensuring that the curriculum is enriched through subject specialist teaching in P.E., French and Music. I.C.T. is also taught throughout KS1. Geography, History and Science are topic based and have cross curricular links. Planning is discussed and carried out by each year group team to ensure continuity and progression. Day-to-day planning takes place in the teachers' own planning books or by electronic files and annotated notes.

Key Stage 2

In Years 3 and 4 more discrete subject teaching is introduced so that, while themes may run through a whole or part of a term, pupils also become used to subjects such as 'History' or 'Geography'. History, Geography and RE are currently taught as 'Humanities'.

From Year 5 and 6 onwards teaching is carried out in specific subject areas with specialist teachers for most subjects, with pupils increasingly moving from one subject room to another. As well as the core subjects (English, Maths and Science), pupils have lessons in Art, CDT (Ceramics, Design & Technology, Forest School and Home Economics, on a carousel basis), Drama, French, Games, Geography, History, RE, ICT, Spanish (Year 6 only), Learning for Life (L4L), Music, Thinking Skills and PE.

Key Stage 3

In Years 7 & 8 the focus is on preparing pupils for the Common Entrance (CE) exam or Independent School Common Academic Scholarship Exam (CASE) so the ISEB examination syllabus is followed. Pupils study to sit examinations in the following subjects: English, Mathematics, Science (Biology, Chemistry, Physics), French, History, Geography, RE and Latin (top set only).

Other subjects are also taught but not examined at C.E. level: Spanish, Art, CDT (Ceramics, Design & Technology, Home Economics and Outdoor Education/Forest School on a carousel basis), Drama, Games, ICT, Learning for Life (L4L), Music and PE. Pupils may sit for Scholarships to Senior Schools in some of these subject areas.

Throughout the School L4L is an integral part of the curriculum. It is not taught in isolation and is the responsibility of all staff that come into contact with the children. The syllabus is delivered in one period per week and through subject teaching, circle time, chapel services, charity/community involvement, outings, class roles and responsibilities and guest speakers.

Lesson allocations & teaching groups

A single lesson (one period) lasts 35 minutes. Please see Appendix 1 for lesson timings.

From Year 5 upwards formal setting takes place in Maths and from Year 6 there are sets for English also. From Year 7 there is a 'top set' and two parallel teaching sets for all subjects except for English and Maths (set separately). In Year 8, there are four teaching sets – a scholarship set, two parallel sets and a lower ability set. All sets other than the scholarship set work towards upper level C.E., although some pupils in the lower set may sit lower level papers in certain subjects.

Delivery of the Curriculum

The responsibility for delivery of the curriculum lies in the first instance with individual teachers. The National Curriculum and ISEB syllabuses provides guidelines for our curriculum and this is reflected in our Medium Term Plans.

We encourage the use of a wide variety of teaching styles within school, promoting the strengths of all colleagues and taking account of the differing learning styles of pupils. The learning environment we promote is calm, ordered but stimulating, where all pupils feel happy and confident. Teaching strategies employ a range of techniques including individual, group and whole class work with attention being paid to visual, auditory and kinaesthetic styles of learning. ICT is used wherever appropriate, without compromising the demand for careful and accurate written work.

In Years 5 & 6, pupils have a single lesson of 'Thinking Skills' each week in order to help pupils develop learning skills, revision techniques and also help to prepare pupils for imminent pre-tests as well as exams generally.

Planning

Heads of Department co-ordinate Medium Term Plans for their own subject areas throughout the school and are responsible for clear progression from year to year. MTPs for each subject are stored in the Curriculum Folder of the Staff drive on the school network. Day-to-day planning takes place in the teachers' own planning books. It is expected that this planning is differentiated appropriately.

Assessment

For details of how assessment is carried out please refer to the school's Assessment Policy document. Formative assessment is carried out throughout the teaching process, through oral feedback to the individual pupil, group or whole class, and through written marking of their work. We try to strike a balance between the need to give pupils a clear idea of the level at which they are performing and appropriate praise as well as indicating how pupils can improve through written and oral feedback. The 'pinking and greening' method of marking clarifies this for pupils.

Summative assessment takes place on a regular basis which become more frequent higher up the school, culminating in the exams which take place in Years 5 to 8.

INCAS tests are administered in Years 1-6 and the MidYis tests are administered in Year 7.

Educational Trips and Special events

Every effort is made to support and encourage class and subject teachers in the organisation of inclusive educational trips and arrangement for outside speakers and demonstrations. These should be a part of the planned curriculum in each subject. Subject Coordinators are encouraged to organise subject-based days where topics from a particular subject are examined in depth and the connections between subjects are examined closely. For example: the Year 7 French Trip, Year 3 Roman Day and Enrichment Days.

Promoting Fundamental British Values

The promotion of the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (in accordance with Part 2, schedule 1 of the Education (Independent Schools Standards (England) (amendment) Regulations 2014) is incorporated in the curriculum. For example, in R.E., pupils study a range of faiths and are taught tolerance and respect for those having different faiths or beliefs. These values are also reinforced in PSHE. Respecting cultural and ethnic diversity is also addressed in the Modern Foreign Languages curriculum. Pupils learn about the rule of law and democratic process in History lessons as well as in PSHE.

All pupils in the school have a voice on the student led School Council. The Council is led by elected members of each year group.

Debating is a key part of English lessons and the co-curricular provision, providing opportunities for students to learn how to argue and defend points of view. Assemblies are held four times a week and provide additional opportunities to promote Fundamental British values and Christian values.

Information about the curriculum

Parents are invited to 'Meet the Tutors' evenings at the start of the academic year. The main aspects of the curriculum are presented and 'Curriculum Booklets' for each section are made available to parents on the school website. These contain overviews of the curriculum for each year group.

Co-curricular activities

The co-curricular programme, 'After-school activities', provides opportunities to enhance and enrich the main curriculum as well as accommodate new interests.

Resources

The school is very well resourced with classrooms, storage areas, and specialist teaching areas for Art, Drama, CDT, Science, Music and ICT. There is a large and well-equipped sports hall; extensive games fields play areas and approximately two hundred acres of woodland.

The school also has its own farm, which is incorporated into the Forest School curriculum. All classrooms are equipped with electronic whiteboards. Individual departments make annual requisitions for materials, which are linked to each department's development plan.

Leadership & Management

Overall implementation of the curriculum and organisation of the timetable is the responsibility of the Director of Studies. Decisions about curriculum content and timetabling are discussed with the Heads of Department, with as much consultation as possible before changes are made.

Curriculum Review and Evaluation

The curriculum is reviewed periodically by the Senior Leadership Team. Evaluation of the curriculum takes place within the regular meetings held by different departments of the school and as part of the regular review of teaching carried out as part of the planning process. There are also regular HoDs meetings and meetings of the Curriculum Group (attended by governors). It is, of course, the responsibility of the subject teacher to constantly evaluate the quality of learning within their classrooms and to be receptive to ideas and suggestions from colleagues. Among the means by which this might reasonably be achieved are by the teacher's own reflections, through regular marking, through discussion with other colleagues following observation or otherwise and by reference to subject coordinators and the Director of Studies.

Learning Needs & Pupil Support

The Head of Learning Development ensures that appropriate provisions are made in order that pupils with specific learning needs, including those with English as an additional language, are able to make progress. This provision includes any reasonable adjustments which need to be made in accordance with the Equality Act 2010 and which may include provision of equipment, assistance or services to aid those with specific learning needs. All staff are made aware of

pupils they teach who have specific needs and teachers are responsible for differentiating work appropriately.

Pupils are monitored constantly by staff, both academically and pastorally. If a pupil is a cause for concerns in some way, the Learning Support department, in conjunction with the relevant teacher will do an initial assessment, leading if necessary to a further assessment by an external specialist. Pupils may be supported within the classroom through learning support assistants or by withdrawal for specific tuition.

For details of provision for pupils with specific learning disabilities, please consult the SEN policy document.

Appendix 1

a) LESSON TIMINGS: Prep School (Y3 – 8)

TIME	LESSON	JUNIORS	MIDDLES	SENIORS
0830 -0840	REG 1.			
0840 – 0900	CHAPEL			
0900 - 0935	1			
0935 -1010	2			
1010 -1045	3			
1045 -1115	BREAK			
1115-1150	4			
1150 - 1225	5			
1225-1300	6 / LUN	1240 LUNCH	L6	L6
1300			LUNCH	1st REST
				LUNCH
1330		REG. 2	REST	REST
1335-1410	6/ LUNCH	LESSON 6		
1405-1410			REG. 2	REG. 2
1410-1445	7			
1445-1520	8			
1520-1555	9			
1555-1630	10			

b) LESSON TIMINGS: Pre-Prep (Y1 & 2)

Year 1

TIME	LESSON
0830 -0840	ARRIVAL
0840 – 0845	REG.
0845 - 0945	1
0945 - 1005	2
1005 - 1015	SNACK
1015 - 1045	BREAK
10.45 - 1115	3
1115 - 1145	4
1145 - 1230	LUNCH
1230 - 1300	BREAK
1300 - 1335	5
1335 - 1410	6
1410 - 1445	7
1445 - 1520	8
1520 - 1530	STORY & HOME

Year 2

TIME	LESSON
0830 -0840	REG.
0840 – 0910	1
0910 - 0940	2
0940 - 1010	3
1010 - 1015	SNACK

1015 - 1045	BREAK
10.45 – 1110	4
1110 - 1200	5
1200 - 1300	LUNCH
1300 - 1335	6
1335 - 1410	7
1410 - 1445	8
1445 - 1520	9
1520 - 1530	STORY & HOME

c) LESSON TIMINGS: EYFS

Reception

0830 – 1145	Morning session (No break as pupils have indoor and outdoor opportunities through free flow)
1145 - 1300	Lunch
1300 - 1530	Afternoon session

Reception have 2 assemblies:

- Wednesday: 13.15 - 13.45
- Friday (Stars of the week): 12.30 - 13.00

Nursery

0830 – 1200	Morning session
0830 - 1330	Morning session & Lunch
0830 - 1530	Whole Day