

2a CURRICULUM POLICY

*Our mission is to develop happy, confident and successful children
who are well prepared for their future.*

Version	4
Regulation	2a
Assistant Head Academic Review	5 th February 2024
Education Committee Review	7 th March 2024

INTRODUCTORY STATEMENT

It is the aim of the school to provide a broad, balanced and exciting learning journey; the school seeks to achieve this aim through the range of subjects taught and the variety of experiences available to pupils through curricular and co-curricular activities. The curriculum underpins the school's values:

- Moral - Courage & Integrity
- Civic - Togetherness & Responsibility
- Intellectual - Reflective Learner & Independent

Individuals at Westbrook Hay are valued and a love of learning is nurtured so that all pupils gain confidence and experience success. The curriculum encompasses all that contributes to individual learning and to success in examinations. Pupils gain experience in Linguistic, Mathematical, Scientific, Technological, Human, Social & Religious, Physical, Aesthetic, Musical, Creative, Personal, Social, Health, Citizenship and Economic Education, and Outdoor education appropriate to their age and capabilities.

AIMS OF THE CURRICULUM

The aim of the curriculum is to help the school to achieve its mission. That being, 'to develop happy, confident and successful children who are well prepared for their future'.

Through our curriculum we aim to:

- give pupils the opportunity to learn and progress;
- provide full-time, supervised education ensuring all pupils develop speaking, listening, literacy and numeracy skills;
- develop confident, thoughtful and enquiring learners with a growth mindset;
- foster a love of learning, passion for knowledge, self-esteem and personal responsibility;
- prepare children for opportunities and responsibilities ahead of them in school and leading into adult life;
- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- promote the spiritual, moral, cultural, mental and physical development of all children at the school, and provide equality of opportunity regardless of gender, sexual orientation, race, disability, religion or belief;
- promote a healthy lifestyle, including mental health awareness and wellbeing;
- prepare pupils to the standards and style of entrance examinations to their choice of senior schools.

OUR STRATEGY

Westbrook Hay seeks to achieve its curriculum aims through:

- placing strong emphasis on a broad curriculum;
- providing a range of activities, clubs, school trips, workshops, assemblies and speakers as part of the curricular and extra-curricular programmes;
- delivering personal, social, health and economic (PSHE) education;
- providing teaching by specialist teachers from as early as is appropriate for that subject;
- using setting for subjects where appropriate;
- establishing and maintaining Individual Learning Plans (ILPs) for those with need;
- having high expectations of the children and ourselves.

We expect our teachers to:

- show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are considered when planning lessons;
- Foster pupils' self-motivation, the application of effort and interest in their work and the ability to think and learn for themselves.
- select a range of effective teaching methods, including the use of ICT where appropriate;
- assess pupils' work and track their progress;
- provide effective feedback to pupils which moves learning forward;
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- effectively deploy classroom resources of an adequate quantity, quality and range;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- use Teaching Assistants and additional staff effectively;
- use appropriate strategies for managing pupil behaviour;
- undertake CPD to continue to learn as teachers.

CURRICULUM DELIVERY

Across the Pre-Prep and Prep Schools there are schemes of work which serve to achieve the School's objectives in each curriculum area.

Early Years Foundation Stage (Nursery and Reception Classes)

The School actively seeks to incorporate the Early Years Foundation Stage (EYFS) in the wider life of the school and the curriculum provided within the Early Years Foundation stage is developed from the *Framework for the Early Years Foundation Stage*. This document provides the key elements of the early years' curriculum that promotes the seven areas of learning:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development;
- Literacy;
- Maths;
- Understanding the World;
- Expressive Arts and Design.

Year 1 to Year 8 classes

The school's curriculum beyond EYFS is based broadly on the National Curriculum (Y1 - Y5) and the ISEB Common Entrance syllabuses (Y6 - Y8) and takes account of entrance and scholarship exams or assessments set by a variety of senior schools, as may be appropriate for each child.

The school aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including pupils with Special Educational Needs or Disabilities (SEND), pupils with English as an Additional Language (EAL) and pupils with an *Education, Health Care Plan* (EHCP).

Equal Opportunities, Discrimination and SEND

In accordance with the statutory requirements and the Equality Act 2010 the school aims to make the curriculum accessible to all pupils, as far as is reasonably practicable. For more information please refer to the *Accessibility Plan* and *SEND Policy*. All teachers are considered to be teachers of SEND and to monitor, assess, inform and if necessary complete records of concern. Children with Special Educational Needs need to be identified as early as possible in their school career. The school maintains a SEND list of children with identified needs.

Monitoring of Pupils' Progress

For more information, please refer to the *Assessment and Reporting Policy*.

Religious Education & Collective Worship

A religious education is available to all pupils. Parents have the right to withdraw their children from Religious Studies. All pupils have the opportunity to participate in collective worship. Parents have the right to withdraw their children from collective worship. The school has a programme of collective worship involving assemblies and Harvest, Remembrance and Carol Services.

Sex and Relationship Education and Health

The school provides sex and relationships education, and health education, in the core curriculum for all pupils. For more information please refer to the Relationship, Sex Education (RSE) Policy.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Nor will the teaching of any subject 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. Political issues may be introduced and will be presented in a balanced manner.

PE, Games & Extra-Curricular Activities

All pupils participate in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons or other reasons agreed with the school. The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum.

Technology & E-Learning

We consider a pupil's ability to use technology effectively to be an important skill. We recognise the ability of e-learning to motivate and enthuse pupils, to enable them to work individually, cooperatively and collaboratively, and to develop flexibility in their approaches to tasks. We plan opportunities for pupils to develop these essential skills throughout their learning journey and in a range of curriculum areas.

Homework

Homework is used to support the curriculum and is set by teachers with the aim of challenging but not overburdening the pupils.

CURRICULUM TIME ALLOCATION

Time is allocated for each curriculum subject to ensure there is a good balance and spread of curriculum time, considering the needs and age of the children.

Allocation of Time

Below is an indication of the allocation of time for each subject area*, per working week (or term where specified):

PRE-PREP: EYFS

Subject	N (EYFS)	R (EYFS)
Phonics	5 x 30 mins	5 x 30 mins
Library	1 x 20 mins`	1 x 20 mins
English	Communication and Language 2 x adult-led sessions. Taught through activities in CIL.	5 x 45 minutes as well as focused sessions in CIL

Guided Reading	Daily shared reading	5 x 30 minutes from Spring Term
Mathematics	Singing songs daily CIL activities daily 3 x 15 mins sessions weekly	5 x 45 minutes as well as CIL focused sessions
Handwriting	Within Phonics and CIL sessions	5 x 30 minutes from Spring Term
Outdoor Learning	2 half days	1 half day
Topics: Science, Humanities, Religious Studies & Art	UTW 2 X Woodland sessions weekly Cross curricularly taught through topics and CIL sessions.	UTW through activities in CIL and outdoor learning
Music	UTW through CIL	30 mins
PSHE	PS & ED 30 mins adult-led session Assemblies	PS & ED 2 hours (including assemblies)
Design & Technology	Taught through CIL	EA & D Through provision
Games/PE/Dance	4 hrs weekly	2 hours weekly
Activities/Golden Time	CIL twice daily on M,W,F Once daily on Tue, Thur	1 hour
Computing	Taught through CIL	Taught through provision
French		30 mins

PRE-PREP: Y1 & Y2. Below is an approximate indication of the allocation of time for each subject area*, per working week (or term where specified):

Subject	Yr1 (KS1)	Yr2 (KS1)
Phonics	5 x 30 minutes	5 x 30 minutes
English	5 x 45 minutes	5 x 45 minutes
Handwriting	2 x 30 minutes	2-3 x 30 minutes
Guided Reading	5 x 30 minutes	4 x 30 minutes
Outdoor Learning	1 x 1 hr 30 mins	1 x 1 hr 30 minutes
Mathematics	5 x 45 minutes	5 x 45 minutes
Topic: Science, Humanities (History, Geography), Religious Studies, Art	3 x 1 hr	3 x 1hr
Computing	1 x 45 mins (for half the year, on a carousel with Design and Technology)	1 x 45 mins (for half the year, on a carousel with Design and Technology)
French	1 x 30 minutes	1 x 30 minutes
PSHE	1 x 30 minutes, plus assemblies	1 x 30 minutes, plus assemblies

Design & Technology	1 x 45 mins (for half the year, on a carousel with Design and Technology)	45 mins (for half a year, on a carousel with Computing)
Music	1 x 45 minutes	1 x 45 minutes
Dance	1 x 45 minutes	1 x 45 minutes
Games & PE	1 x 45 minutes 1 x 1 hr	1 x 45 minutes 1 x 1 hr
Golden Time	1 x 30 minutes	1 x 30 minutes

PREP SCHOOL: The numbers denote a period in the day. A single period is 40 minutes long. Some subjects are taught in double sessions (80 minutes long).

Subject	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
English	6	6	6	7	5	5
Reading	5 x 25 mins	5 x 25 mins				
Handwriting	4 x 25 mins	4 x 25 mins				
Mathematics	5	5	5	6	5	5
Science	2	2	3	3	4	4
Computing	1	1	1	1	1	1
Critical Thinking and Reasoning		1	1			
French	1	1	2	2	2	2
Spanish					2 (optional)	2 (optional)
History	1	1	2	2	2	2
Geography	1	1	2	2	2	2
Religious Studies	1	1	1	1	1	1
Design & Technology	1.5	2	2	2	2	2
Music	1	1	1	1	1	1
Art	1.5	2	2	2	2	2
Drama	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
Physical Education	1	1	1	1	1	1
Games	7	7	7	7	7	7

****Computing skills, SCARF, British Values and SMSC are also emphasised within all subject areas where appropriate and possible.***

THE SCHOOL DAY

Nursery	08:50 - 15:30 (Nursery is sessional and as required)
Reception, Year 1 -2	08:25 - 15:30
Year 3 - 8	08:00 - 16:25

NUMBER OF SCHOOL DAYS IN A YEAR

As an independent school, Westbrook Hay has no legal requirement to meet statutory school hours. Our current term dates can be seen on our school website.

MONITORING AND REVIEW OF THE CURRICULUM POLICY

Monitoring and evaluation are essential aspects of the school's aim to raise achievement.

In collaboration with the Head Teacher, the Academic Leadership Team (ALT) and Pastoral Leadership Team (PLT) have specific responsibility for monitoring and evaluating the curriculum in/against the following areas:

- Overall curriculum provision, breadth and balance;
- Overall standards of achievement;
- Overall quality of teaching and learning;
- Personal, social, health and citizenship education;
- British Values and SMSC awareness.

We consider that an effective system of monitoring and evaluating can:

- broaden our knowledge about what makes for effective teaching and learning be used to monitor the curriculum's effectiveness in achieving the school's aims;
- establish whether curriculum documentation (policies, schemes of work, planning etc) is not only consistent with practice but also having a positive effect on standards and quality;
- identify good practice within the school and enable us to share it;
- indicate where improvements in standards and quality can be made;
- establish whether changes have been effective.

We monitor and evaluate the curriculum in the following ways:

- Having pupil progress meetings;
- Reviewing assessment data, tracking data, exam and scholarship results;
- Conducting learning walks;
- EYFS annual audit;
- Scrutinising children's work;
- Utilising parent and pupil surveys;
- Conducting formal and informal lesson observations.

Reporting to the Head Teacher and the Governors:

- The Academic Leadership Team reports to the Head Teacher on a regular basis regarding curriculum implementation.
- Assistant Head (Academic) feeds back any pertinent information to the Education Committee, including policy amendments.
- The Chair of the Education Committee reports to the governing body on the progress of the policy and recommends any changes.

Related policies and documents:

- Feedback and Marking Policy
- Assessment and Reporting Policy
- Homework Policy
- Accessibility Plan and SEND Policy, EYFS Policy
- Sex and Relationship Education (SRE) Policy