

2a CURRICULUM POLICY

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

1. 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 extra-curricular activities. The curriculum underpins the aims of the school and is based on inclusion and equality of opportunity; individuals 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.

2. 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 the next stage of their lives'.

Through our curriculum we aim to:

- Provide full-time, supervised education ensuring all pupils develop speaking, listening, literacy and numeracy skills
- 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
- Give our pupils as much depth and breadth in education as possible, fostering their spiritual, moral, social, cultural, intellectual and physical development
- 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
- Develop confident, thoughtful and enquiring learners with a growth mindset
- Foster a love of learning, self-esteem and personal responsibility
- Ensure equal opportunities in relation to gender, race, religion, class, special needs, and beliefs

Our curriculum aims to provide opportunities within a safe and happy environment where children are encouraged to:

- Play, explore and discover
- Be willing to have a go, even if they risk failure
- Be actively involved in learning
- Be resilient
- Enjoy the challenge of learning
- Be creative
- Think critically
- Make their own decisions

3. 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 (PHSE) education through the SCARF programme
- 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
- Select a range of effective teaching methods, including the use of ICT where appropriate.
- Use targets (set by teachers and pupils) to enable each pupil to understand their learning journey and make good progress
- Assess pupils' work and track their progress
- Demonstrate appropriate knowledge and understanding of the subject matter being taught
- Effectively deploy classroom resources of an adequate quantity, quality and range.
- Use appropriate strategies for managing pupil behaviour

4. CURRICULUM DELIVERY

Across the Lower, Middle and Upper sections of the School, there are schemes of work which serve to achieve the School's objectives in each curriculum area. For more information, please refer to the *Programmes of Study* and *Departmental Policies* for all discrete subjects.

4.1 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 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

4.2 Year 1 to Year 8 classes

The school's curriculum beyond EYFS is based broadly on the National Curriculum and the ISEB Common Entrance syllabuses and takes account of entrance and scholarship exams or assessments set by a variety of next 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 Able and Talented pupils, 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).

4.3 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.

Additionally, able pupils, as defined as achieving (or has the potential to achieve) at a level significantly higher than the peer group in the school, may be identified across the School. Academic scholarship classes and activities meet the needs of the most able supporting Art, Drama, DT, Music and Sporting talents. For more information on Able, Gifted and Talented Learners please refer to the *Able, Gifted and Talented Learners* policy.

4.4 MONITORING OF PUPILS' PROGRESS:

For more information, please refer to the *Marking and Assessment policy*.

4.5 RELIGIOUS EDUCATION & COLLECTIVE WORSHIP:

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education. 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, Evensong, and Harvest, Remembrance and Carol Services.

4.6 SEX AND RELATIONSHIP EDUCATION AND HEALTH:

The school provides sex and relationships education, and Health education, in the core curriculum for all pupils. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. For more information please refer to the Sex and Relationship Education (SRE) Policy.

4.7 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 will be presented in a balanced manner.

4.8 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.

4.9 INFORMATION TECHNOLOGY & E-LEARNING:

We consider a pupils' ability to use Information 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.

4.10 HOMEWORK:

Homework is used to support the curriculum and is set by teachers with the aim of challenging but not overburdening the pupils. Upper School children can utilise prep sessions and access the library for independent study. For more information, please refer to the Homework Policy.

5. CURRICULUM TIME ALLOCATION

5.1

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.

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

Lower School:

Subject	N (EYFS)	R (EYFS)	Yr1 (KS1)
English	CL & L	CL & L	8
Mathematics			5
Science	UTW	UTW	15 per term
Humanities			15 per term
Religious Studies			10 per term
Computing			45m
French			30m
SCARF & Circle Time	PS & ED	PS & ED	45m
Art & Design	EA & D	EA & D	15 per term
Design & Technology			45m
Music			45m
Games/PE/Dance	PD	PD	50m each

Middle School:

Subject	Yr 2 (KS1)	Yr 3 (KS2)	Yr 4 (KS2)
English	5 + 2	5 + Reading	5 + Reading
Mathematics	5	4	4
Science	2	2	2
Computing	1	1	1
French	1	1	1
History	2	1	1
Geography		1	1
Religious Studies		1	1
Design & Technology	1	1	1
Music	1	1	1
Art	1	1	1
SCARF	1	1	1
Movement/Dance	1		
Physical Education	1	1	1
Games	2	4	4
Activities (Rotational)		1	1

Upper School:

Subject	Yr 5 (KS2)	Yr 6 (KS2)	Yr 7 (KS3)	Yr 8 (KS3)
English	5 + Reading	5 + Reading	4 + Reading	4 + Reading
Mathematics	4	4.5	4	4
Science	2	2	3	3
Computing	1	1	1	1
French	1	1	3	3
Spanish		1	2.5 (option)	2.5 (option)
History	1	1	1	1
Geography	1	1	1	1
Religious Studies	1	1	1	1
Design & Technology	1	1	1	1
Music	1	1	1	1
Art	1	1	1	1
SCARF	45m	45m	45m	45m
Physical Education	1	1	1	1
Games	4	4	4	4
Activities (Rotational)	1	1	1	1
Critical Thinking & Reasoning	1	1		

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

5.2 The School Day

Nursery/Reception (EYFS)	– 08:30 – 15:30 (Nursery is sessional and as required)
Year 1	– 08:30 – 15:30
Year 2	– 08:30 – 15:45
Year 3 & 4	– 08:30 – 16:00
Year 5 – 8	– 08:30 – 16:25

5.3 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.

6. 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 Headmaster, 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
- Scrutinising children’s work
- Utilising parent and pupil surveys
- Conducting formal and informal lesson observations

Reporting to the Headmaster and the Governors:

- The Academic Leadership Team reports to the Headmaster on a regular basis regarding curriculum implementation
- The Director of Studies 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

Approved by the Governing Body on December 3, 2019

Next Review by Governing Body due December 2020

Related policies and documents:

Programmes of Study and Departmental Policies
Accessibility Plan and SEND Policy
Able, Gifted and Talented Learners policy
Marking and Assessment policy
Sex and Relationship Education (SRE) Policy
Homework Policy