

CURRICULUM POLICY

Review Arrangements:

Date:	October 2016
Approved:	February 2017
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<i>Amendments:</i>	<i>Date:</i>	<i>Description:</i>
JT	Aug 2015	Revision of the policy to accommodate new ISI guidelines
JT	July 2016	Review and update to EYFS section
JT	Sept 2016	Review and update to Middle School/Consideration of KS1
JT	Oct 2016	General overhaul of the policy
HoDs	Jan 2017	Compliance review

1. INTRODUCTORY STATEMENT

We recognise ourselves as a school community providing a broad, exciting curriculum. Each child is unique, having individual needs and talents; we offer a creative and stimulating environment that caters for each child's learning, well-being and development. Within our broadly Christian pastoral ethos we are proud to prepare pupils well, actively promoting fundamental British Values so that children stand the greatest chance of success in their next school and when faced with the challenges of today's world in their future lives.

2. A BROAD CURRICULUM

- In its most narrow definition, our remit is to prepare our pupils thoroughly for the next step as they join their chosen senior school. However, we believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them.
- We provide full-time, supervised education which gives all pupils experience in speaking and listening, literacy and numeracy, and also in the broad areas of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Our Curriculum actively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- We aim to give our pupils as much depth and breadth in education as possible during their time with us and to this end, we place a strong emphasis on a wider curriculum, with Computing, Design Technology, Art, Drama/LAMDA, Ballet & Dance, Music, Games and PE all taught by specialist teachers from as early as is appropriate for that subject.
- Our wide range of additional extra-curricular opportunities support and enhance this provision.
- We recognise that development and progress through the curriculum is not an automatic process; it depends on each child having opportunities to interact in positive and enabling ways.
- The pupils' spiritual, moral, social, cultural and physical development is also given strong emphasis and the school rule of being kind and treating others as we would wish to be treated underpins the aims and the delivery of the curriculum.

Aims of the curriculum

At Westbrook Hay Prep School we undertake to:

- Have high expectations of the children and ourselves;
- Raise levels of attainment for all pupils, enabling them to achieve their personal best;
- Provide a curriculum that fosters Effective Learning through Quality First Teaching that enables children to:
 - Play, explore and discover;
 - Be willing to have a go;
 - Be actively involved in learning by being involved and concentrating;
 - Keep on trying and enjoying what they set out to do;
 - Be creative and think critically;
 - Have their own ideas, making links, and choosing ways to do things;
 - Find new ways to do things and to take their learning further.
- Prepare pupils to the standards and style of entrance examinations to senior schools suited to their abilities and temperament;
- Develop confident, thoughtful and enquiring learners who are able to make informed choices;
- Foster a love of learning;
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others;
- Facilitate considerate and positive relationships between all members of the school community;
- Ensure equal opportunities in relation to gender, race, religion, class, special needs, and beliefs;
- Value and respect all cultures;
- Provide a safe, happy work place;
- Promote a thoughtful attitude towards the immediate and wider environment;
- Prepare all pupils for the opportunities, responsibilities and experiences both in their next school and for teenage and adult life in British society;

At Westbrook Hay we seek to achieve these aims by:

- Using setting (where appropriate), ILPs and targets (set by teachers and pupils) to enable each pupil to reach for their full academic potential and to make good progress;
- Preparing pupils for transfer to their senior school by external entrance test, CE or Scholarship, or to Grammar School or 11+ schools;
- Introducing pupils to the core subjects as well as a broad set of subjects, including French, History, Geography, Religious Studies, Spanish, Design & Technology, Computing, Music, Art, Drama, Dance/Ballet and PE/Games;
- Providing a range of activities, clubs, assemblies and speakers, workshops and opportunities beyond the classroom which aims to broaden the horizons of the pupils and develop the whole person in each child;

The school's curriculum is based largely on the Foundation Stage Guidance, the National Curriculum and, where relevant, the ISEB Common Entrance syllabuses. It takes account of entrance and scholarship exams set by a variety of Public schools, as may be appropriate for each child. Personal, social, health and economic education and citizenship reflect the school's aims and ethos. Religious education is also provided for all pupils, included

formally/informally as appropriate in the Lower School where teachers use the Hertfordshire Scheme of Work.

The school aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including Higher Learning Potential (gifted and talented), SEND and pupils with an Education, Health Care Plan (EHCP). Appropriate programmes of activity are provided for pupils who are below the compulsory school age.

3. STATEMENT ON THE AIMS OF TEACHING

At Westbrook Hay we provide Quality First Teaching which aims to:

1. Enable pupils to make good progress according to their ability and acquire new knowledge so that they increase their understanding and develop their skills in the subjects taught.
2. Foster independence in pupils, with the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
3. Involve a range of effective teaching methods, well-planned lessons, including use of IT where appropriate, suitable activities and careful management of class time.
4. Show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account for the planning of lessons.
5. Demonstrate appropriate knowledge and understanding of the subject matter being taught.
6. Effectively deploy classroom resources of an adequate quantity, quality and range.
7. Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use that Assessment information to plan teaching so that pupils can progress.
8. Utilise effective strategies for managing behaviour, encouraging pupils to behave responsibly and in keeping with the shared values of the school community.

4. DEPARTMENTAL PLANS AND POLICIES

In all curriculum subjects there are schemes of work which serve to achieve the school's objectives in the following areas:

- **Linguistic:** The school strives to develop pupils' communication skills and increase command of language through listening, spelling, reading, writing and speaking. Much importance is placed on the ability of pupils to talk and explain; oral coherence is key to written ability. Importantly, this objective is a shared responsibility of all teaching staff, not just those who teach English as a subject. Pupils' love of reading and writing is fostered, as is drama and performance through watching others, both amateur and professional, and performing themselves;
- **Mathematics:** The school strives to develop skills of calculation, understanding of concepts and the ability to think logically and express themselves clearly. Problem Solving is a skill that reaches beyond the Maths department and pupils are encouraged with their thinking skills in all areas;
- **Scientific:** The school strives to increase pupils' knowledge and understanding of nature, materials and forces, and in doing so to develop the skills associated with science – observing, forming hypotheses, conducting experiments and recording findings. This may also involve environmental awareness and Outdoor Learning in our extensive grounds, also linking with Geography. Understanding the needs of and

caring for our school 'pets', both domestic and exotic, is a key part of our pupils' personal development for those that do care for pets. Problem-solving activities and 'real' scientific activities, e.g. Tim Peak's Space diary, Reading University's solar weather watch, RHS gardening for Schools.

- **Technological:** The school strives to develop skills associated with the use of information and communication technology. Additionally, the school provides opportunities to work with tools, equipment and materials to build products of their own design;
- **Human, Social & Religious:** The schemes of work in History, Geography and Religious Studies, including in the Lower School: ensure pupils are made aware of their environment and how human action has influenced events and conditions; help pupils develop an informed, reflective, critical and articulate understanding of the beliefs of the different world faiths. There is a good deal of cross-over with PSHCEE, particularly in the Upper School;
- **Physical:** The school's approach reaches beyond sport, and includes fine/gross motor skills, with a range of activities to strengthen muscles and develop strength, balance and coordination. The school endeavours to develop pupils' physical control and coordination and develop tactical skills through a wide variety of sports and games and to acquire knowledge of the basic principles of fitness and health.
- **Aesthetic, Musical and Creative:** The school provides a range of activities enabling pupils to make personal, imaginative and practical responses;
- **Personal, Social, Health, Citizenship and Economic Education:** The programme reflects the school's aims and ethos and gives the pupils experience in spiritual, moral, social and cultural education appropriate to the age and abilities of the pupils. There is a large amount of cross-over into other subject areas and as referenced in departmental policies;
- **Outdoor Learning:** Our forest school programme also covers all areas of learning.

For those whom these are relevant, full details of *Programmes of Study* and *Departmental Policies for all discrete subjects* can be found in Adminshare.

5. THE LOWER SCHOOL

Early Years Foundation Stage (EYFS)

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

Through this framework the children will be given the opportunities to Play; Make choices; Experiment and explore; Interact with each other and adults; Mix and play with children from diverse cultures and backgrounds; Return to the same things, to rehearse skills and consolidate learning; Listen, talk and reflect; Extend their thinking through sensitive adult intervention.

The emphasis is on play-based learning being balanced with adult-directed/led activities.

The development of the use of The National Curriculum and objectives is dependent on the age and stage of development of the children. However, generally the children will all have participated in the development of the curriculum to include these strategies prior to entering Year One. The planning of the curriculum provides for the all-round development of the child, but at the same time promotes continuity and progression in their learning. The emphasis is placed on activities that have relevance and meaning to the child and that they are flexible enough to provide for children's physical, intellectual, emotional and social needs.

The Nursery Department

Children can enter the Nursery Department in the term in which they turn 3, though more of our pupils join at N4 stage than N3. Attendance can be full time or sessional, so input will depend upon attendance.

The Nursery introduces the children to the important world of learning in a happy, caring and supportive environment, where they learn through exciting and challenging experiences.

The Nursery has a large, open-plan classroom and a large atrium which give the children access to specific areas for activities such as mark-making and writing, finger fun and sensory, maths, computing, painting and modelling, musical instruments, role-play and an area to explore books. The outside areas include an enclosed courtyard, play area, playground, sand areas, climbing equipment and a rotation of additional equipment and resources. This enables learning to take place both inside and outside. The Prep School grounds and buildings are also regularly visited by the Nursery children, with full access to the amenities in the rest of the school including the library, the ICT suite, the Performing Arts Centre, the dining room and the extensive 26 acres attached to the school, which includes our designated forest school area. All of these areas are used to provide the children with additional amenities to extend their learning and at the same time integrate them into the use of the main school.

We have opted out of the non-statutory part of the EYFS framework. The curriculum observes the Early Years Foundation Stage Framework and '*Development Matters*'. Planned activities are set up daily to provide a wealth of learning opportunities. Planning ensures that the broad and balanced curriculum is relevant and meaningful to each and every child. PSHCEE reflects both the school's aims and ethos and the EYFS. The Nursery is led by an experienced and qualified teacher. Early Years Assistants complete the team.

The Nursery joins other Lower School classes for some playtimes, explorations and for end of term services including our Harvest Celebration and Lower School Production, which are performed to the parents. There are also weekly assemblies (SEAL, Music, and Celebration), plus Sports Day and Prize Givings.

There are daily adventures outside the classroom and visiting speakers regularly come in to the school to talk to the children, some examples being a visiting author, a poet, or a representative from the local community/services.

Mastery of the first three of the seven areas of learning is important and these are given greater focus in the earlier years. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made. These are logged through our Tapestry system and aspects of Learning Journeys are shared and celebrated with parents.

Reception

Reception at Westbrook Hay is made up of two parallel, purpose built classes, with an interlinking door. Both classrooms lead directly out on to an outdoor area with a variety of items of interest to encourage play, movement and exploration. Reception children also access all areas of the school, as with Nursery, above.

The curriculum continues to be underpinned by the Early Years Foundation Stage Guidance. Many children have followed an EYFS programme at Nursery, either with us or in another setting, so records made by practitioners in those settings are used to good effect, providing vital information on individual attainment and requirements for the coming year.

The development of each child is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by individual children in Reception. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made. These are logged through our Tapestry system and aspects of Learning Journeys are shared and celebrated with parents.

With this comprehensive view of the level of development of each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual children can be met effectively. Careful and flexible planning between all of the staff in contact with the children ensures a wide, varied and effective curriculum is delivered.

Year 1

Key Stage 1 of the National Curriculum begins formally in Year 1. Children follow a programme of English, Maths, Science and Topic (which covers Science, the Humanities, French, Art and RE). Children are largely form taught, but receive subject specialist teaching in some areas, for example Dance, Computing, DT, Music and PE/Games. The teachers of these subjects continue to work closely with Year 1 form teachers to give an accurate picture of attainment in relation to assessment scales.

We recognise the transition from the EYFS to KS1 can be quite a change for some children, therefore Year 1 staff operate a flexible transition period. During this time staff can change, revise or stop a lesson if they feel it is not appropriate for their children at that moment in time. Additionally, the learning environment is adapted according to needs as identified.

Children in Year 1 will enjoy a rich and diverse curriculum, enhanced by a variety of inspiring workshops, visitors and outings. Children take a greater role in Lower School events and Whole School Events, including the Harvest Festival, Christmas Tableau and Carol Concerts, and the Easter Activities, House and School Council events, Sports Day and Prize Givings, and the Lower School Play (Summer term).

Children also have the opportunity to attend additional LAMDA and peripatetic music lessons in Year 1 or below by special arrangement, after discussion and assessment.

In Year 1 a robust PSHCEE curriculum reflects both the school's aims and ethos and continues that of the EYFS. Children are given positions of responsibility, such as Playground Pals and the School Council, to support the PSHCEE curriculum.

Teachers are flexible in the planning and delivery of their lessons and children are engaged well in their own learning through child-led topics and projects. Year 1 children are encouraged to be independent learners in a creative and supportive environment.

Children are well-supported by Early Years Assistants.

We ensure the curriculum is robust by:

- Understanding the aims and principles which underpin the Foundation Stage and KS 1 curriculum;
- Developing a transition policy for children coming in and children moving up, with excellent and effective transition procedures and practice;
- Evaluating curriculum provision at the point of transition and beyond;
- Reviewing teaching and learning strategies across key stages;
- Embedding assessment for learning;
- Ensuring clear and effective communication between all involved;

The enabling learning environment encourages Year 1 children to be academically and emotionally ready for the next stage in their school career. The steps to success are rewarded and celebrated and the progression is clear to see.

6. THE MIDDLE SCHOOL

The Middle School is a purpose built, modern building that also houses the Science and Design and Technology departments. Teaching builds on the firm foundations established by the Lower School. Liaison between staff in the two schools supports a smooth and happy induction programme.

Each year group has two parallel classes. Setting operates in English and Mathematics and each year group follows a programme of English, Maths, Science, French, History Geography, RS, DT, Art, Computing, Music, PSHCEE, PE and Games.

Year 2

In Year 2, two teachers are supported by a shared, full-time classroom assistant with considerable experience. In general terms, Year 2 follow the Primary National Curriculum, including programmes of study and attainment targets for all subjects at KS1, enhanced by the additional subjects (as included below), outings and visiting speakers. There is also the opportunity to be part of the Middle School Choir.

The majority of lessons are taught within the Year 2 classrooms; with some internal change between the two for subjects that are set. Children also relocate to be taught by subject specialists for Music, DT, Computing, Dance, PE and Games.

The school day is also slightly longer than in Year 1.

Year 3

As with Year 2, the majority of lessons are taught by the class teacher in the form's classroom; with some internal change for subjects that are set. Year 3 broadly follow the Primary National Curriculum, including programmes of study and attainment targets for all subjects, with this the children's first year in KS2.

French, Music, Art, Games, PE, DT and Computing are taught by specialist teachers outside of the Middle School building. The number of Games sessions is increased, whilst Dance becomes an optional addition. There is also the opportunity to be part of the Middle School Choir.

A greater emphasis is placed on E-Safety in Computing as we recognise a leap in children being given more freedom to access devices and the internet.

From Year 3, children also have Friday Afternoon Activities. These additional activities, sporting and non-sporting, offer opportunities to try different sports and skills. These Activities change each term.

In the Christmas Term, Year 3 and 4 children are all involved in the Middle School Production supported by Year 2 as the chorus.

Our carefully structured progression of school exams begins more formally in Year 3. Until now we have referred to the various assessments as 'tests', but as we move the children on into KS2 we start to encourage good revision, exam technique and to build the children's ability to cope under timed exam conditions.

There are visits and trips to support the children's learning, but at this stage no residential activities other than the opportunity to camp out after Sports Day/Funday.

From Year 3, pupils have the opportunity to represent the school in sporting fixtures against other local schools.

The school day is also slightly longer than in Year 2.

Year 4

The curriculum continues in Year 4, broadly following the KS2 Primary National Curriculum and preparing the children to transition to Upper school at the end of the academic year.

As with other years in Middle School, the core of the curriculum is taught within the building, but with specialist teaching in some subjects.

Children have a broad and balanced curriculum that is interesting and diverse. Much is made of cross-curricular teaching where possible.

Lead roles in the Middle School Production are awarded to Year 4 pupils and emphasis on them being the 'top' of the Middle School is made.

From Year 4, pupils can take part in the school ski trip, a week's residential skiing trip to France for Years 4-8.

In addition to the Middle School Choir, there is also the opportunity to be part of the Chamber Choir, which then leads on to three prestigious Choir Trips; Autumn: Royal Albert Hall, Spring: Watford Festival, Summer: The Armourer's Hall.

7. THE UPPER SCHOOL

As pupils begin their journey through the last section of the school, we begin to focus a little more on the end, as well as the process of getting there. For girls, Year 5 is their likely to be their penultimate year. Boys have the option to remain until the end of Year 8.

Each Year group usually has two or three parallel forms, as numbers dictate in any given year. Setting operates in more subjects, with English, Maths and French/Science all set.

Year 5

Whilst the Primary National Curriculum continues and we broadly follow the KS2 aspects of this with a good range and balance of subjects, we also factor in subjects such as Verbal Reasoning, beginning the two-year preparation of those who might have an 11+ entrance examination and interview.

We build on the firm foundation of what has gone before but there is a greater emphasis on specialist teaching, movement around the school and personal organisation and independence. Prep is set regularly and in-school opportunities are provided for completion as we recognise many children have growing out of school interests and commitments. School Exams are taken in November and June, also backed up by the NFER tests usually carried out in January or February (annually from Yr1+) which are of even greater use this year as parents seek scores as part of their Next Schools information gathering.

Notably, Year 5 includes an additional residential trip for all to France as part of the French curriculum. A week is spent at a Chateau in France, where the children are engaged in a wide variety of activities to immerse them in the language.

As part of the girls' development, Year 5 and 6 girls also have a long weekend residential where they are camping out, learning and using survival skills and Bushcraft techniques and building on their broader skills and levels of resilience.

Children are encouraged to take part in extracurricular clubs and activities. Trips are an important part of the curriculum and add greatly to the children's enjoyment and understanding. The children take part in the 'Into Film Festival' and also visit the theatre.

A wider range of Thursday Afternoon Activities are offered and we look to introduce new skills and interests. We also strive to provide opportunities for those with Gifted, Talented and Higher Learning Potential Pupils.

Year 6

For many, Year 6 is a crucial year. With it most likely being the Girls' last year, the one in which they are prefects, when we appoint a head girl, it is extremely important. At the end of the year, almost always girls transition to their senior school.

Some children will opt to transfer at the end of Year 6. For some this will involve 11+ testing to Grammar School, some testing for early entry to Public Schools via their own entrance procedures and occasionally transfer to the state sector.

Some may sit for individual schools' scholarships.

Spanish is also added to the curriculum and is taught by a specialist Spanish teacher.

In Computing, there is again a greater emphasis on E-Safety. The curriculum covers the SMART goals (Safe, Meet, Accept, Reliable, Tell).

The curriculum takes the best of the Primary National Curriculum and couples this with aspects of the ISEB syllabi, depending on which subjects are required and the individual needs of the child.

Year 7

One or two forms house Year 7, depending on numbers at the time. Regardless of numbers, pupils are still taught in two sets for many subjects so may benefit from extremely advantageous teacher:pupil ratios.

Children continue to move around the school for every lesson and follow a two year course to prepare them for transition to their senior school at 13+. The curriculum is enjoyable and challenging, with the needs of the individual learner very much taken into account.

Educational trips continue as do residential experiences, the highlight for many being the residential Geography field trip.

IPads are introduced to Year 7 after October half-term.

Year 8

This year, many sit for Public School entry at 13+, with some invited back for Scholarship. Some pupils will transfer back to the state sector, though usually we recommend this is done at 11+ if this is the intended eventual route.

To support the demands of the curriculum, preparation for and anticipated transfer to next schools, prep times continue to extend and extra study periods are introduced where required. Study Skills specifically geared towards preparation for next schools are taught during dedicated sessions with peripatetic staff.

The boys enjoy a week's residential PGL trip, where they put adventure skills into action, work together as a team, and experience activities such as climbing, canoeing and raft building.

A special year, and one in which our boys blossom into young men, there are a number of opportunities for Red Ties (prefects) to shine. In addition to career inspiration in PHSEE & Citizenship, the prefects' leadership programme complements and extends the school-

wide emphasis on team work and responsibility. Opportunities to contribute to the leadership of the school abound at the top of the school and The School Council and Charities Committee are good examples of these.

The school's assembly programme aims to extend and stimulate children's interest and knowledge of issues and experiences beyond the classroom, including some presentations geared exclusively to Year 8, such as a visiting magistrate, which prepares them for the responsibilities and experience of adult life.

Finally, the post CE Leavers' Programme, Public School Inductions, further study skills, clubs and activities are all aimed at developing confidence and capability and stimulating an interest in possible future career choices.

Science continues to include lessons covering alcohol and anti-drugs education, and sex and relationships education. Charity work and spirituality are also woven into the school's programme of activities each term. The broadly Christian pastoral ethos is emphasised and the active promotion of fundamental British values continues, all culminating in a well-rounded leaver ready for the next stage of their education.

8. GENERAL STATEMENTS CONCERNING THE CURRICULUM

These statements are further explored in the Staff Handbook, Parent Handbook or Other Policies, as appropriate.

EQUAL OPPORTUNITIES AND DISCRIMINATION (EQUALITY ACT 2010): Entry to all programmes of study is based on academic suitability and appropriateness, regardless of age, gender, disability, gender reassignment, religion or belief or sexual orientation.

DISABILITIES: 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. The school has an Accessibility Plan which is available to parents on request.

DIFFERENTIATION: A variety of differing teaching and learning methods and materials are used in all areas of the school to suit pupils' different needs.

MONITORING OF PUPIL PROGRESS: The school has in place a framework for monitoring and evaluating pupils' performance. Pupil Progress is evaluated by reference to the School's own Schemes of Work and by reference to Standardised Tests. Information about a pupil's performance is provided to parents through reports and or parent teacher meetings. Teaching and marking systematically assess pupils according to the school's policy on assessment.

RELIGIOUS EDUCATION: Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

COLLECTIVE WORSHIP: All pupils are expected to take part in collective worship. Parents have the right to withdraw their children from collective worship. The school has a programme of collective worship involving some whole Prep and whole PrePrep assemblies, small group assemblies, Evensong, and Harvest, Remembrance and Carol Services.

SEX AND RELATIONSHIP EDUCATION: The school provides sex and relationships education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. There is considerable crossover between SRE Policy and Science topic of Sexual Reproduction in Animals. The factual content is taught in Science lessons and the emotional aspect is taught as part of the PSHCEE program, taught by form tutors and the head of science as detailed in the SRE policy.

A full statement of the school's Sex and Relationship Education Policy is available to parents. This policy has regard for the current statutory provisions on sex education contained within sections 403 and 405 of the Education Act 1996 and the government's guidance in 'Sex and Relationship Education Guidance' published in 2000.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex and relationship education programme provided without giving reasons.

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 in a number of courses, but will be presented in a balanced manner.

PE AND GAMES: All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

EXTRA-CURRICULAR ACTIVITIES: The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. It is an expectation that pupils will take as full a part in this programme as possible.

USE OF IPADS/E-LEARNING PLATFORMS: A Class iPad is used by the children in Lower School classes. Pupils have the use of an individual iPad in Year 7 and 8. Where appropriate, this is utilised in all subjects and pupils may be asked to complete interactive class and prep tasks on their iPads. However, some subjects and tasks lend themselves to its use more than others. An example of its use is in French, where pupils are encouraged to use Quizlet to consolidate and extend learning. Children use computing in science lessons where it enhances their learning. From Year 7 onwards children have e-books and use Pearson Interactive white board Active learn; an interactive version of the pupil's e-books. Google Classroom is also utilised in English lessons.

HOMEWORK: The school has a clear homework policy that supports the curriculum. It is written to ensure the children are not over-burdened, but (where set) homework has meaning.

STUDY SKILLS: All teachers are considered to be teachers of SEN. It is the responsibility of all subject and class teachers to monitor, assess, inform and if necessary complete a record of concern which is passed to the SENCo. It is recognised that 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. Please refer to Policy Special Educational Needs and or Disabilities Policy.

MOST ABLE, GIFTED and TALENTED: The curriculum takes account of the needs of those pupils considered Able, Gifted and Talented, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. An able pupil can be defined as one who achieves (or has the potential to achieve) at a level significantly higher than his or her peer group in the school. Able, Gifted and Talented pupils (also referred to as Higher Learning Potential) are identified in all three Schools and this information is stored on a list. It is the responsibility of teachers to cater for all SEND, which includes HLP pupils.

Pupils who are identified as Able, Gifted or Talented are given opportunities both within and outside of the regular curriculum to develop these abilities, gifts and talents. The school has academic scholarship classes and activities to meet the needs of the most able and also provides mentoring groups for Art, Drama, DT, Music and Sport. For more information on Able, Gifted and Talented Learners please refer to the Able, Gifted and Talented Learners policy.

CONCERNS AND COMPLAINTS: Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form tutor. If the issue is not resolved parents should make an appointment to discuss the matter with the Director of Studies or the Headmaster. Complaints should follow the procedure as set out in The Parents Handbook.

MONITORING AND REVIEW OF THE CURRICULUM POLICY: The Curriculum policy is monitored by the Director of Studies, who reports to the Headmaster on its implementation on a regular basis. The Headmaster will report to the governing body on the progress of the policy and will recommend any changes.

9. CURRICULUM TIME ALLOCATION

Objectives

Westbrook Hay considers carefully the time allocated for each curriculum subject to ensure there is a good balance and spread of curriculum time, taking into account the needs of the children. For Year 5 and Year 6 the curriculum coverage takes into account the requirements for the 11+ examinations. At Westbrook Hay we broadly follow the National Curriculum and the recommended time allocations for each subject area.

Humanities

In some sections of the school, we have combined the discrete subjects Geography and History under the umbrella of Humanities.

Religious Education

At Westbrook Hay we help the children learn from religions as well as about religions. This is taught discreetly at Key Stage 1 and Key Stage 2/3. In the Foundation stage, there is no legal requirement for children to be taught RS, however it is taught alongside PSHCEE and special occasions at an allocation of 5 hours per term. In Year 1 we apportion on average 10 hours RS teaching time per term taught through 'topic'. The apportionment for the rest of the school is: Year 2 – 50 mins per week for 2 of the 3 terms; Year 3&4 - 1 hour, no prep; Year 5 to 8 – 90 mins per week – 1 hour lesson plus a 30 minute prep session, which may be used as extension teaching time, or for children to work on an exercise, or both.

In addition to assemblies, each class from Year 2 has a 30 minute PSHE/Citizenship session each week, the content of which may often be of a religious as well as a social or moral nature. At Foundation stage and Y1, this takes place as a weekly "SEAL" assembly, and circle times or planned lessons (in line with the curriculum).

Years 3-8 also attend a 20/30 minute Evensong celebration on most Friday evenings, to which their parents are invited and many of whom attend (see Assemblies and Acts of Collective Worship).

There are, at present, designated teachers in RS for years 4 to 8 (Upper School). In Lower School (Nursery – Year 1) and Middle School (Years 2-3) RS is taught by the Form or Year Group teachers.

Design and Technology

This is taught on a termly basis where time is allocated to ensure that the programme of study requirement by the agreed syllabus is covered. For Lower School it is up to the specialist teacher's professional judgement to decide when the objectives are taught linking them to the 'Topic' at the time and in liaison with class teachers. In Upper School as there are also more specialist teaching specific afternoons/days each term for D & T, with the possibility of entering technology competitions off-site.

Forest Schools/Outdoor Learning

Forest School is a unique method of Outdoor Education that allows children to develop confidence, independence, self-esteem and awareness, and knowledge of the natural environment. The use of the designated Forest Schools area, bell tent, and wider grounds are available to all teaching staff and their classes.

General Guide for Time Allocation

Below is an indication of the possible 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

PSHCEE & Circle Time	PS & ED	PS & ED	30m
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
PSHCEE	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
PSHCEE	45m	45m	45m	45m
Physical Education	1	1	1	1
Games	4	4	4	4
Activities (Rotational)	1	1	1	1
Verbal Reasoning	1			

Computing and PSHCEE are also taught/emphasised within all subject areas, where appropriate as well as being taught discreetly. Where possible, links are made across the curriculum to enhance pupil's learning experience.

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

Number of school days in a Year

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

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