

Curriculum Policy

A copy of this policy is published in the following areas:

The school's website

Curriculum Aims

The school believes in providing an education for the 'whole person'. We aim to give pupils a broad and balanced curriculum that includes experience in the following areas: linguistic; mathematic; scientific; technological/digital; physical; human and social; aesthetic and creative; and economic. We also include in our curriculum subjects that other schools call 'extra-curricular', such as outdoor education and work on the farm and estate.

The curriculum takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. The curriculum does not 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.

The school continually strives to reassess the curriculum to ensure provision is appropriate for all pupils' needs and is appropriate to the school's ethos.

Broad Aims of the Curriculum

- Educate people for life beyond university and ensure they are ready for the responsibilities and experiences of adult life.
- Enable pupils to make informed choices about each stage in their education and enter their chosen university, college or work place.
- Offer a choice of traditional and vocational subjects.
- Provide adventure inside and out of the classroom.
- Ensure all pupils follow a broad and balanced curriculum.
- Provide a variety of activities which encourage and allow pupils to think and learn for themselves.
- Encourage all pupils to achieve and try to exceed their academic potential through support and subject matter appropriate to their age and aptitudes.
- Enable all pupils to develop their self-knowledge, self-esteem and self-confidence.
- Treat each pupil as an individual and, wherever possible, try to accommodate individual children's needs.
- Allow children to be happy in their work.
- Give pupils space and time to grow emotionally and academically.
- Develop a culture of service.
- Provide inclusive education for pupils with SpLD, EAL and those with an Education and Health Care Plan/Statement.
- Enable pupils to develop strong skills in speaking, listening, literacy and numeracy.
- Ensure that our pupils are helped to acquire knowledge from a variety of sources and in a variety of ways - written and spoken word, film and television, using ICT, in discussion, in didactic teaching, in experiment, in collaborative work and independent study;
- Teach pupils to work on their own and to work with others;
- Encourage effective communication - written, spoken and visual;
- Encourage the effective and ethical use of ICT;
- Develop in our pupils a critical approach to ideas, to help develop their thought processes and to encourage them to use their imagination;

- Be aware of the demands of the National Curriculum and to follow it in its broad terms.
- Prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society including an understanding of the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

The Curriculum

Early Years Foundation Stage

The Pre Prep Department is made up of two classes: age 2-3 years (nursery) and 3-4 years (Pre-school). Within both classes the children are given the opportunity to explore and learn through play in both indoor and outdoor learning environments.

The overall aim of the EYFS is to provide a preparation for life. Learning and development is implemented through planned, purposeful play and a mix of adult led and child initiated activities, taking into account the Characteristics of Effective Learning.

The Prime Areas are: Personal, Social and Emotional Development; Communication and Language; and Physical Development.

The Specific Areas are: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

During the Reception year there is a gradual shift towards more adult led activities to prepare for more formal learning in Year 1.

The Early Learning Goals and assessment requirements are fulfilled, including the progress check for children aged between two and three years (2014 Statutory Framework). The teachers and children make considerable use of whole school facilities.

Prep

Key Stages 1 and 2

The Prep School broadly follows national curriculum requirements but is not constrained by these. In academic terms this means that Literacy and Numeracy are taught every day. The remaining subjects, Science, Life Religion and Citizenship (LRC), History, Geography, Digital Learning, Music, Art, PE, Games and Modern Languages, are taught throughout the week, ensuring that each individual receives a broad, balanced and relevant education. All pupils will receive horse-riding lessons, cookery, and additional sport and have regular access to the farm and estate on a rotation as part of their Outdoor Education.

Yr1 and Yr2 (KS1) are taught most subjects by their class teacher. Subjects like Music and PE and Games are taught by specialist teachers. Pupils have access to the whole school facilities and resources, which provide many opportunities for enhancing their learning experiences.

In KS2 pupils are taught many subjects by their class teacher. They use Senior School facilities with specialist teachers for certain subjects, such as Art, Modern Languages, Music, Drama, PE, Games, Outdoor Education, Farm, Equestrian and Science (Years 5-6 only).

Curriculum work is carefully differentiated to meet the needs of all pupils within the class and the school estate is used extensively to enhance learning and bring the curriculum content

alive and relevant to everyday skills. Any Learning Skills lessons are arranged in accordance with individual pupils' timetables.

Individual pupil progress is carefully monitored through the use of regular summative assessment by class teachers and formative assessment using BASE in Reception and InCAS in Years 1-6.

Senior School Key Stage 3 Arrangements

The Senior school (Years 7-13) operates a fortnightly timetable. There are 30 lessons per week, each lesson is 60 minutes in duration.

The curriculum taught is compulsory – there are no optional/elective subjects as in the Keystage 4 (GCSE/IGCE/BTEC) and Keystage 5 (AS/A Level/BTEC) curriculums.

Subject	Lessons per fortnight		
	Year 7	Year 8	Year 9
English	8	8	8
Mathematics	8	8	8
Science	7	7	1
Biology	0	0	2
Chemistry	0	0	2
Physics	0	0	2
MFL	6	6	6
Technology	2	2	2
Art	2	2	2
Dra	2	2	2
Games	6	6	6
Geography	3	3	3
History	3	3	3
IMedia	2	2	2
Music	2	2	2
PE	2	2	2
Practical Carousel (Agriculture, OED & Performing Arts)	4	4	4
PSHE	2	2	2
Tutor	1	1	1
Total	60	60	60

- There are 2 teaching groups in Year 7, 8 and Year 9.
- Pupils are set according to ability, where possible, in Mathematics, English, MFL and Science during the first term in Year 7. These sets are reviewed regularly and parents are notified of set changes.
- Pupils may be setted for some Arts subjects (History, Geography, Art etc). This is done by discussion between the Heads of Department for these subjects.
- All other subjects are mixed ability groups.
- At the start of each term an activities programme is published to pupils, it is compulsory for all Monday to Friday. It is based upon the school's affiliation with Round Square and links to both the schools and the RS IDEALS.

Additional notes:

Learning Support Provision.

Pupils who have a specific learning difficulty receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the Learning Skills policy.

English as an Additional Language Provision.

Pupils who have English as an Additional Language (EAL) receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the English as an Additional Language policy.

Years 7-9

Pupils who have EAL and Learning Support Tuition are usually removed from MFL. Some Pupils are provided with a Classroom Assistant.

Key Stage 3 Science

Pupils in Year 7 & 8 receive general Science tuition. Year 9 pupils all receive separate Science tuition. These groups are setted.

Key Stage 3 Practical Subjects

Years 7, 8 and 9 receive tuition in practical subjects (Agriculture, Equestrian and Performing Arts). These are delivered in a half termly carousel of 2 periods per week. These subjects may also be available as part of the Schools Extra-Curricular Activity Programme.

Personal, Social and Health Education (PSHE)

This is delivered to pupils in year 7 & 8 by the PSHE department for 1 lesson per week. This provision is supplemented by a Tutorial period (Tuesdays and Thursdays) which is delivered by the Year Tutor. PSHE is the responsibility of all staff. There is also a fortnightly, one hour, tutorial period that affords the opportunity for whole Year group or Whole school talks/sessions.

Careers Guidance

This is incorporated in the PSHE provision for Years 7 and 8 and is provided via a designated lesson, delivered by the Head of PSHE, in Year 9. This is supplemented by the Head of Lower School and Year Tutors.

Public Examinations.

Pupils in Year 9 will have begun GCSE/IGCSE or BTEC syllabuses in most subjects during the academic year.

Key Stage 4

The Senior school (Years 7-13) operates a fortnightly timetable. There are 30 lessons per week, each lesson is 60 minutes in duration.

Subject	Lessons per fortnight	
	Year 10	Year 11
English	8	8
Mathematics	9	9
Biology	3	3
Chemistry	3	3
Physics	3	3
Games	6	6
PSHE	2	2
Tutorial	1	1
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
Option 5	5	5
Total	60	60

- There is a mixture of 2 & 3 teaching groups in both Year 10 and Year 11.
- Pupils are set according to ability in Mathematics, English and the Sciences. These sets are reviewed regularly and parents are notified of set changes.
- All pupils follow a core of subjects and then have a choice of optional subjects.
- Core subjects are those listed above.
- Option subjects are taught in mixed ability groups.
- Option subjects are Agriculture, Art, Business Studies, Citizenship, Creative Media, Dance, Equestrian Studies, Geography, History, Learning Skills, MFL, Music, PE, Studies, Technology and Triple Science.
- Details of the Key Stage 4 curriculum are published annually to parents in the Senior School Yr10 & Yr11 Curricular booklet. This is provided to parents of Year 9 and Year 8 pupils in the Autumn Term.
- At the start of each term an activities programme is published to pupils, it is compulsory for all Monday to Friday. It is based upon the school's affiliation with Round Square and links to both the schools and the RS IDEALS.

Additional notes:

Extra Examination Subjects

There is the opportunity for some pupils to pursue extra GCSE subject syllabuses not available in the normal weekly timetable in the Extra-Curricular programme. There is

provision for Scientists wishing to take Triple Award Science in the option blocks

Learning Support Provision.

Pupils who have a specific learning difficulty receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the Learning Skills policy. This support is usually during MFL lessons although some flexibility is necessary. Those receiving LSp may have a further reduced range of subjects to reflect their needs. This decision is made after consultation with the pupil, their parents and the Deputy Head.

English as an Additional Language Provision.

Pupils who have English as an Additional Language (EAL) receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the EAL policy. This support is usually during MFL lessons although some flexibility is necessary and may involve their removal from mainstream English or other subject areas where appropriate.

Personal Social and Health Education (PSHE)

This is delivered to all pupils by the head of PSHE for 1 lesson per week. This provision is supplemented by a Tutorial period (Tuesday and Thursday) which is delivered by the Year Tutor. PSHE is the responsibility of all staff. There is also a fortnightly, one hour, tutorial period that affords the opportunity for whole Year group or Whole school talks/sessions.

Careers Guidance

This is incorporated in the PSHE provision and is supplemented by the Head of Middle School and Year Tutors. There is input from external agencies such as the armed forces and connexions.

Public Examinations.

Pupils in Year 10 maybe entered for national GCSE/IGCSE examinations in English and Mathematics. This is not for all the year group but those at the relevant stage of study. All pupils in Year 11 are entered for national GCSE/IGCSE/BTEC. examinations.

Sixth Form AS/A2/BTEC

Subject Choices

The subject choices listed below are offered

A Level	
Art	History
Biology	Technology
Business Studies	Mathematics
Chemistry	Further Mathematics
Chinese	Music
Photography	Physics
English Literature	Psychology
French	
Geography	

BTEC Agriculture Dance Performing Arts Physical Education	BHA Equestrian Studies
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- Most pupils study a combination of A levels and BTEC courses. The school recommends each pupil study the equivalent of 3 subjects at A2 level.
- The above model is not compulsory; guidance is given to pupils, as to the most appropriate number and combination of subjects, by the Deputy Head and the Head of Sixth Form. Reference is made to the pupil's GCSE results, career aspirations and any specific learning needs.
- External examinations can be taken in the Summer Term, May and June, in both the Lower and Upper Sixth. The Lower Sixth are only entered should they be deemed to be in a position to perform well or wish to only complete an AS Level.
- Sixth Form subjects normally have 11 lessons, of an hours' duration, per fortnight. There is some flexibility in this allocation depending on the size and capabilities of the teaching group.
- All pupils are expected to participate in both an activities and Games. This requires them to attend on Wednesday Afternoons sports and activities programme and 2 lessons of Games on Thursday afternoon.
- Sixth Form pupils have the opportunity for private study during non-contact lessons. The Sixth Form centre and the Library are available for this study.
- Sixth Form pupils with a Specific Learning Difficulty can receive specialist help from the Learning Support Department. There is no charge for this provision which can be on a drop in basis or by regular appointments.
- Sixth Form pupils requiring EAL provision receive up to 5 lessons per week during their non-contact time.

Wednesday Activities

For senior pupils, Wednesday afternoon is devoted to two sport sessions. Pupils choose which activities they wish to do, subject to availability. There are many choices available, such as:

Hockey	Football	Fitness
Shooting	Equestrian	Badminton
Table tennis	Electric car	Running
Fencing	Outdoor Education	Cricket
Rounders	Netball	Basketball

IDEALS Programme

The IDEALS programme operates between 4pm and 5pm on all week days with the exception of Wednesdays. **See IDEALS Programme for further information.** There are some exceptions to the IDEALS programme whereby vertical groups participate in activities not offered within the programme. These are listed below

Show choir	Young Farmers	Horse care/equestrian
Production rehearsals	Dance	

Careers Education

Careers education and guidance (see Careers Policy) is overseen by the Head of Careers

Careers education and an appreciation of the world of work are important to the development of the whole person and preparation for life. In line with the school ethos the careers education programme is designed to enable the pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work and to the choices they make at each stage of their school life. The pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, with no favouritism or bias towards one particular education or work option or another. This enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Stereotyping is avoided so that boys and girls from all backgrounds consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

At the heart of our careers education are two psychometric tests, one taken in Year 9, testing interests and personalities, then another in Year 11 testing interests, personality and aptitudes. From this all students receive a tailor-made careers report based on their responses, which forms the basis for further research, interviews, tutor-led activities and support. All students are recommended to complete at least one work placement in the school holidays; additionally, Year 9 students complete one day of work experience in the summer term.

Aims of the Careers Education Programme

1. Careers guidance to help pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into the world of work. Individual or group discussions with an objective and impartial advisor who can work with the pupil towards reaching their educational and career goals will be offered.
2. Careers information: Accurate, comprehensive and accessible information is available in the Careers Library to help pupils make well informed and appropriate career choices and decisions.
3. The development of occupational awareness.
4. Advice and support at key transition points. The support provided aims to enhance awareness of self, occupation and opportunity. The awareness of the consequences of choices and the implications for transition are considered at the following stages:
 - a. Year 9 – GCSE/BTEC options.
 - b. Year 11 – Sixth Form, college, employment or apprenticeships.
 - c. Year 13 – University, employment, apprenticeship or a gap year.
5. Identifying skills for employability. We aim to foster self-reliance, people skills and interpersonal communication, general employment skills such as time management and financial management and specialist skills such as IT skills.
6. Community Interaction. Pupils' interactions with the local wider community have a significant influence on their preconceptions about the world of work and their decision making. We aim to promote this through Duke of Edinburgh, Round Square, the Careers fair and work experience placements.

Monitoring

The curriculum policy is monitored by the Deputy Head through discussion with the Headmaster and the SMT. There is a programme of lesson observation and sampling of pupil work. The Headmaster and Deputy Head undertake a formal review of exam results.

Heads of Department monitor policies relating to the curriculum within their subject areas.

Date reviewed: 15th October 2019

Date for review: 14th October 2020

Reviewed by: The Headmaster and Deputy Head