

Whole School Curriculum Policy including EYFS

The School's Academic Mission

Introduction

Hall Grove provides full time supervised education for pupils aged 3 to 13. The curriculum encompasses all the planned activities which are organised in order to promote learning, personal growth and development so that all children achieve their full academic, spiritual, physical and creative potential. It includes not only the explicit requirements of the taught, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

The curriculum is divided into six faculties: Languages & Communication, Maths & Science, Humanities, Visual Arts, Performing Arts and Outdoor Pursuits. Each faculty is co-ordinated by a designated member of staff. Section Heads oversee the overall running of the curriculum.

Aims

The aims of our school curriculum are:

- To provide a thorough and broad education which engages, excites and challenges our pupils and actively supports the school's core values
- To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils, including those with Special Educational Needs
- To provide a planned and monitored curriculum which ensures that learning is progressive, that there is continuity and that the children make good progress and acquire skills in speaking and listening, literacy and numeracy
- To evaluate pupil performance against the school aims and national norms
- To prepare the pupils for their next schools and for adult life
- To ensure that the children have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning
- To enable all children to see themselves as successful learners
- To enable pupils to be positive citizens and feel comfortable interacting with both their peers and adults
- To provide an education which fulfils the requirements of all pupils, including those with an EHC plan
- To provide personal, social, and health education (PSHE) which reflects the school's aims and ethos
- To fulfil the requirements of the Early Years Foundation Stage (EYFS) in Pre-School and Reception. To incorporate the National Curriculum where appropriate, to equip the children with the skills needed to sit a range of entry exams and then Common Entrance/Scholarship in Year 8
- To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all

- To help children be aware of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance
- To enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others
- To provide effective preparation for pupils for the opportunities, responsibilities and experiences of adult life
- To enable pupils to develop their own personal interests
- To encourage children to lead a healthy lifestyle and be active
- To enable the pupils to ask questions and take risks
- To give pupils in Years 7 and 8 impartial guidance regarding future decisions they need to consider, like schools and future career paths.
- To ensure children have sound ICT skills

Further principles that apply to the construction of a curriculum are breadth, balance, relevance, differentiation and equal opportunities. The following constitute some of the key elements of knowledge and skills which pupils should possess on leaving Hall Grove:

- an ability to communicate effectively both orally and in writing
- a confidence to read and interpret texts from a range of genres
- numeracy and a sound grasp of the application of mathematics; developing the ability to think logically, recognise patterns and explain their methods
- knowledge of the natural sciences and the world environment
- develop skills of enquiry, for example forming hypotheses, observing, conducting experiments and recording findings
- a thorough grounding in the humanities
- a sound grasp of at least one foreign language and culture
- competence in the use of computers and other modern technology to enhance learning and as an aid to discerning what information is valuable and worthwhile.
- an appreciation of the cultural heritage of Britain, Europe and the world
- the principles of fitness and a concern for personal health
- an ability to apply moral principles to personal and social issues, and an appreciation of the responsibilities of citizenship and membership of a community
- an ability to identify problems and to work creatively towards solutions – the ability to think and apply knowledge, evaluate and improve their performance
- an ability to work cooperatively with others and recognise the contribution others bring to the learning environment

Good Teaching Practice and Staff Development

The single most important resource any child can have is their teachers, and teaching is a craft that needs to be constantly honed and improved. At Hall Grove we recognise the need for different individual strategies and teaching styles.

The school encourages and expects high standards of teaching and educational practice. INSET days are provided regularly for staff to reflect on and build their skills, ideas and philosophies of teaching. The staff development programme, appraisal and mutual observation systems, opportunities for external training and the induction scheme are all designed to maximise standards and provide teachers with a correspondingly high level of work satisfaction. We regard good teaching practice at Hall Grove as including the following:

- provide well planned lessons
- good time management
- effective strategies for managing behaviour
- excite and extend the intellect and interest of every pupil, whatever their strengths and weaknesses; enabling them to make good progress according to their individual ability
- build their confidence and self esteem in all areas
- show a good understanding for how to meet the needs of each child; taking into account the prior attainment and aptitudes of the pupils in the planning of lessons
- provide sufficient breadth and depth of information, skills and experiences to provide a firm basis for future educational and career opportunities and choices
- provide the experiences and opportunities necessary as a foundation for an enriched, healthy and fulfilled life
- have a good knowledge for the subject being taught
- demonstrate a good framework for assessing individual pupil achievements regularly and ensure these assessments are used to inform planning
- provide the personal, social and moral knowledge and skills necessary for happiness and for responsible and caring citizenship
- make effective use of good quality resources
- not undermine the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- not discriminate against pupils as set out in the Equality Act 2010
- fostering self-motivation in pupils and giving them the opportunity to think and learn independently

Implementation

Pre-Prep

In the Pre-Prep (including EYFS) teaching and learning is delivered in a cross curricular way. Specialist teachers take all year groups for PE, Games, French, Dance & Drama and Music.

The Pre-School and Reception classes adhere to the DfE Curriculum Guidance for the Early Years Foundation Stage (Sept 2012). Hall Grove fully supports the principle of learning through play and engaging in well planned structured activities. The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing the seven areas of learning:- Personal And Social Development, Communication and Language, Physical development, Literacy, Maths, Understanding of the World and Expressive Arts and Design. Further details are given in the Early Years Policy. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to have reached by the end of the EYFS.

Children in Pre-School, who are below compulsory school age, follow a programme of activities suited to their age and stage of development in relation to their personal, social and emotional needs, physical development and communication and language skills.

The EYFS classes enjoy exploring their learning through shared themes, which are shaped around the interest of the children. Overviews for intended learning objectives are prepared each term. Daily and weekly planning takes into account the ideas and interests of the children.

Year 1 and Year 2 use National Curriculum guidance to shape their curriculum planning. The subjects of Literacy, Maths, Science, History/Geography, R.E, P.S.H.E, Art/DT and I.C.T are covered each week following a shared theme which lasts for a number of weeks. A focus towards Literacy and Maths is made in the mornings. Each topic has a scheme of work providing the intended learning for each subject area. Specialist teachers liaise with the classes over their topic to expand the cross curricular approach to all areas of the children's learning. Teaching Assistants in Year 1 and 2 lead cookery sessions in the Food Technology cabin each week.

Children are heard to read multiple times a week throughout Pre-Prep. This is achieved through individual reading time and planned guided group reads.

Phonics is the only curriculum area in Pre-Prep where children are grouped and taught according to ability. It is taught from Pre-School to Year 2 and follows guidance from the Letters and Sounds documentation. In Pre-School, Reception and Year 1 phonics groupings evolve according to reading and recognition ability. From Year 2 the groups are divided according to the child's spelling.

Ensuring children experience a range of individual activity, paired work, small group work and whole class activity forms the basis for their learning. Those children needing additional support or extension are carefully tracked by class teachers to enable them to progress at their own individual rate. The school SENCo is involved for additional intervention where concerns over the rate of progress are made.

Middle School – Years 3, 4 and 5

Years 3, 4 and 5 are all three form entry and pupils are placed in mixed ability forms with an aim to balance gender, social skills and academic needs.

Y3 is a natural opportunity for us to create new form groups as it is the time that we move to three form entry. Y3 pupils are kept within their mixed ability forms until the spring term by which time they will have been given plenty of time to settle in and staff will have enough assessment data to set for Maths. In Years 4 and 5, pupils are set for English and Maths from the start of the school year. Form teachers in Years 3 and 4 cover the core subjects, SMSC/PSHE and the humanities, whilst specialist staff teach French, Music, Drama, Art, Ceramics and Games. Staff ensure pupils follow a broad timetable throughout the day. In Year 5, the role of the form teacher becomes more pastoral and pupils are taught by specialist staff for most subjects. Weekly lessons include: English, Maths, Science, French, Geography, History, Religious Studies, PSHE/SMSC, Art, Design Technology, ICT, PE and Games.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are between 40 minutes to an hour in length and where possible cross-curricular opportunities are planned through the creative arts. Spiritual, Moral, Social and Cultural education is embedded into all lessons or co-curriculum where appropriate and may also be delivered in form times or through assemblies.

Upper School – Years 6, 7 and 8

The Upper School begins in Year 6, and children are taught by subject specialists in most subjects. Children are streamed by ability in English, Maths, Science, French and Latin (there is flexibility to amend year-on-year to have, for example, a top set and two mixed ability), and taught as mixed ability groups for other subjects, including Geography, History, Music, Dance & Drama, Games & PE, PSHE/SMSC and RS. A carousel system is used to allow children to experience both ICT and the Visual Arts (DT, Ceramics, Food & Nutrition and Art). Many of our children sit Pretests for senior schools while in Year 6 and although the skills required for success are taught, our schemes of work are not specifically designed with this in mind. This academic year has seen English and Maths taught for the first two hours of every day.

We use the best parts of the National Curriculum to shape our curriculum planning in Year 6 but enjoy the flexibility of not being bound to it, making use of other models where more relevant (e.g. in Latin). In many subjects, the higher ability children will begin Common Entrance syllabi ahead of the end of Year 6.

In Years 7 and 8, children are streamed by ability in English, Maths, Science, French, Latin, Greek (an option), History and RS. Geography and PSHE/SMSC are taught as mixed ability, with the exception of the Remove Groups. Core subjects are given as much curriculum time as possible in the mornings. A carousel is in place for both the Performing and Visual Arts, with children given more choice as they approach the second half of Year 8. Each subject has a scheme of work which is a practical working document, providing information on what each class group will cover in a year. In Years 7 and 8, Common Entrance and Scholarship syllabi form the basis of the schemes of work. Contact with form staff is inevitably less in the top three years, but there is some contact every day, and in many cases class teachers deliver their specialist subject to the children in their class.

All year groups have PE, Games, French, Dance & Drama and Music which are taught by specialist teachers.

Lesson structures vary according to the age and ability of the children, the nature of the topic, the time available, etc. Curriculum Notes are available for parents at the start of each academic year including this information.

Clear aims and learning objectives, pupil activity and participation, a good pace, variety of approaches and effective use of time and resources are pre-requisites for a successful lesson.

SMSC and Core British Values

As set out in the school's SMSC and Supporting British Values at Hall Grove documents, British Values and SMSC are actively promoted within the day-to-day running of the school. Teachers are encouraged to grasp opportunities within their subjects to reinforce the SMSC programme.

Guidance for Further Education and Careers

Our guidance helps to encourage pupils to fulfil their potential and enable them to 'know themselves' and how their strengths, weaknesses and interests relate to future careers, the world of work and future educational decisions. Pupils gain impartial information about training, education and occupations beyond school through a wide range of external speakers. They take part in study skills sessions where revision techniques and answering of questions in exams are explored. A Visual Arts and Performing Arts carousel has been introduced to give pupils some ownership over their learning and a degree of choice.

Outdoors

Outdoor Education is an integral part of the curriculum at Hall Grove. A working party has been established to coordinate and promote Outdoor Learning from Pre-School to Year 8. This is outlined in the Outdoor Pursuits faculty handbook.

Homework and Reading

Homework and Reading are set from Reception to Year 8. Further details can be found in the Section Handbooks.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Wherever possible we try to meet the needs of each child within the timetabled curriculum. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs and an IEP is put together. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need alongside the SEN Co-ordinator. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we involve the appropriate external agencies and will consider an EHC if appropriate. The SEN Co-ordinator liaises with parents accordingly.

Equal Opportunities

The school gives each child the same opportunities regardless of religion, race, ethnic origin, sex, marital or parental status, sexual orientation, disability, age or political belief. Where pupils do not study the same subjects it is because we do not feel it is in the best interests of that child.

English as an Additional Language

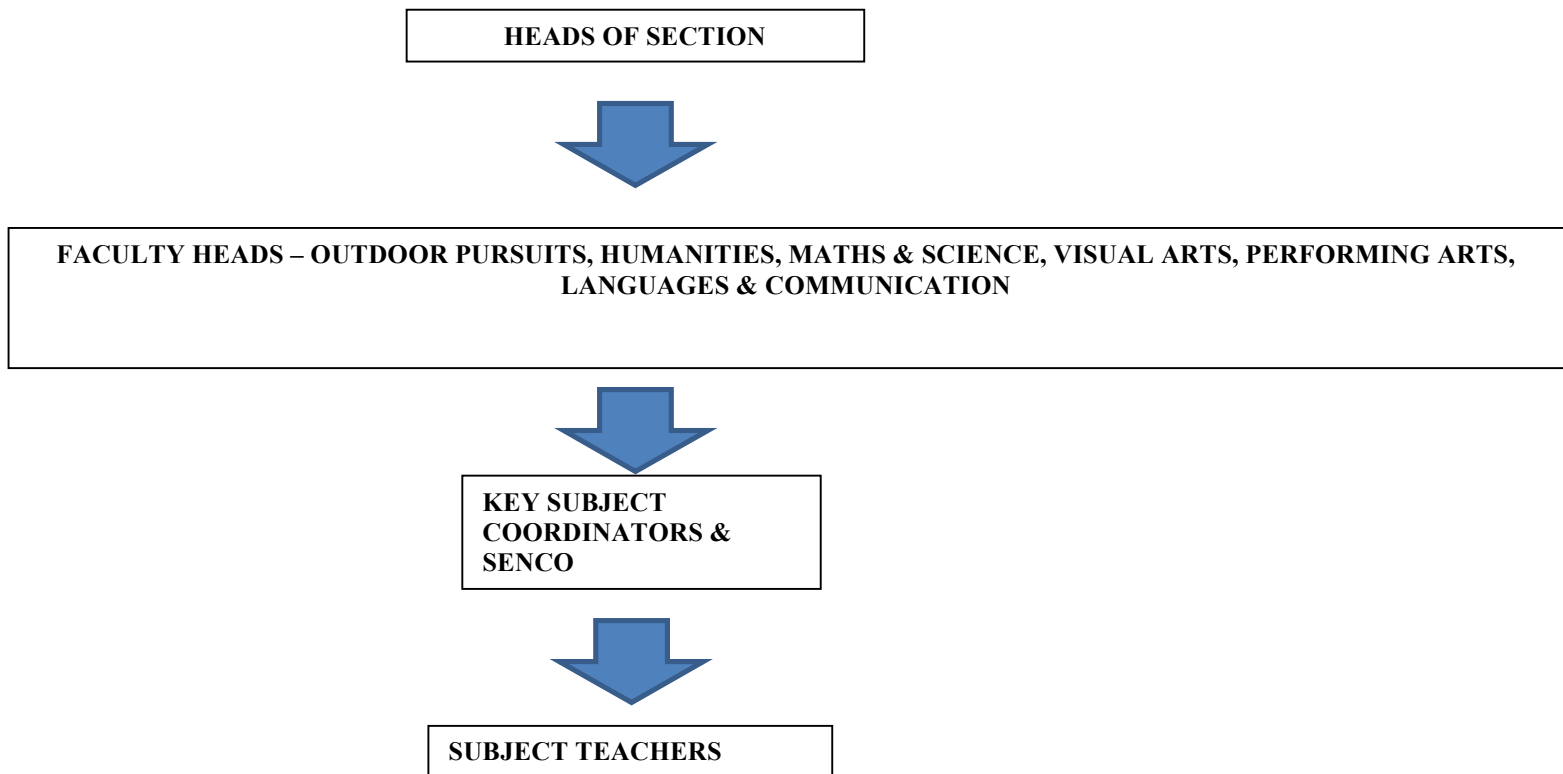
The curriculum at Hall Grove is delivered in English. Children speaking English as an additional language receive support within the classroom through the tasks set. They may also have additional support in the learning of their English both at home and at school.

Extra-Curricular Activities

The curriculum is supported by a wide range of extra-curricular activities, trips and outings and an extensive club programme. The club programme supports primarily outdoor pursuits, visual arts and performing arts. Children from Reception upwards are given the opportunity to join these clubs.

The Role of the Section Head and Faculty Co-ordinator

Section Heads meet weekly and oversee the curriculum alongside the faculty/key subject co-ordinators. Faculty co-ordinators are responsible for having an overview of curriculum, planning and assessment within their subject areas from Pre-School to Year 8.



Assessment

Baseline assessments are carried out in the EYFS.

Regular assessments are made of pupils' performance and progress to inform planning. The Heads of Section work alongside form/subject tutors to track each child and review any pupils of concern.

Record keeping, reporting and assessment procedures are defined in Section and Faculty Handbooks.

Curriculum Development

Monitoring and evaluation will be done through regular reviews of samples of work by Section Heads in liaison with Faculty Co-ordinators. The Headmaster/Heads of Section are responsible for ensuring that all staff are meeting expectations. All policies and schemes of work are reviewed at least annually and may be viewed by parents.

Parent Briefings

At the start of each academic year each parent is invited to a briefing tailored to their child's year group. Curriculum notes are posted on the school website to accompany these meetings. Parents are able to find out more about what their child is to expect in the year ahead, meet relevant staff and liaise with other parents.

Parent Workshops

At different points during the year workshops are run to keep parents up to date with the school's teaching methods and expectations in different curriculum areas.

This policy and the curriculum offered at Hall Grove is continually reviewed.

Written by Section Heads Sept 2015

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