

<p style="text-align: center;"><b>CURRICULUM POLICY (INC EYFS AND BOARDING)</b></p>
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*Aims and Principals of the Curriculum:*

The curriculum should be seen in its broadest sense and encompasses both the academic and the extracurricular programmes. The curriculum is designed to enable all students to:

- Experience a broad and balanced range of learning opportunities to enable them to fulfil their potential
- Develop lively and enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills
- Acquire the study skills necessary to realise their potential and to develop co-operative, enterprising and inter personal skills
- Appreciate human achievement and inspirations in literature, science and mathematics, technology, humanities, performing and creative arts and physical pursuits and to experience a sense of achievement in these fields
- Acquire appropriate speaking and listening skills
- Use language and number effectively
- Develop knowledge and skills relevant to adult working life in a changing employment market
- Develop a sense of spiritual, moral, social, cultural and personal identity and to respect the religious and moral values of others within an environment of tolerance and mutual respect
- Understand and appreciate the opportunities, responsibilities and experiences of life in British society
- Understand the social, political and economic issues of the world in which they live and the inter-dependence of individuals, groups and nations with their environment
- Develop creative and intellectual responses to both knowledge and experiences

In the curriculum models that follow there is an understanding that individual potential should be developed across the full range of opportunities by providing the following:

- Equality of opportunity which recognises and caters for difference in ability, aptitude, interest and other characteristics of learning
- An academic and personal challenge for every student
- A breadth and depth of academic and extracurricular experience as well as opportunities for choice and specialism
- Recognition of attainment and effort in all activities
- Links with the wider-world community

## **The Curriculum**

### **EYFS**

The Early Years Foundation Stage Framework is followed by children in Nursery and Reception. Activities are carefully planned to develop skills within the seven areas of learning. These consist of the three Prime areas: Personal, Social and Emotional Development,

Communication and Language and Physical Development and the four Specific areas: Mathematics, Literacy, Understanding the World and Expressive Art and Design.

The Prime and Specific areas of learning are interconnected with the characteristics of effective learning; the way in which the child engages with other people and their environment. These characteristics of Playing and Exploring, Active Learning, and Creating and Thinking critically underpin learning and development across all areas.

Learning takes place both indoors and outdoors and is a combination of child-initiated learning and teacher led activities; these teacher led activities increase as the children move through Reception to prepare them for Key Stage 1. The children engage in free flow play and there are child-initiated opportunities in all seven areas of learning for pupils throughout the day. Pupils have lots of opportunities to explore their environment, for example: wellie walks around the school, visiting the post box and the local area. There are also trips to The Apple Tree Café for Nursery and to the supermarket and a farm for Reception pupils. The children also enjoy learning from visitors invited to school such as vets, police, ambulance, fire service and parents.

The Nursery week consists of 10 sessions, 8.45-11.45 and 12.15-3.15pm with lunch in between for those who stay. The Reception week is based on 5 days each consisting of nine periods. Registration is at 8.40am. Morning periods are from 8.40am – 12.00 with a twenty minute outdoor break time in between. All pupils stay for lunch in the dining hall, followed by an outdoor play session. Afternoon periods are from 1.20-3.20pm.

The Early Years pupils are based in The Mount and taught by their Class Teacher and Key Workers. They also have specialist teaching in French and Music, PE and Digital Learning.

Extra-curricular activities are offered and there are a range of unpaid clubs for Reception including: football, dance, nature club and construction. There are also paid clubs available for Reception such as Golf, Mad Science and Football.

## **Primary School:**

### *Years 1-6:*

Timetabled subjects in the primary school align closely with the National Curriculum, in terms of both skills and curriculum content. The teaching ends at 3.20pm for Year 1-2 and 3.35pm for Year 3-6. Year 1-2 lessons are generally based in The Mount, with Year 3-6 taught in The Grange but specialist lessons can take place in all parts of the school, including the senior school buildings.

There is specialist teaching in French, Music, PE and Digital Learning (ICT & Computing) in all years of the Primary School with specialist Drama teaching starting from Year 2. There is additional specialist teaching in the upper Primary years in subjects such as Technology and Science, dependent on timetable allocations and staff availability each year. Swimming is taught annually in a short block of lessons at a local swimming pool.

### *PSHE:*

All year groups follow a PSHE programme comprising of the SEAL (Social Emotional Aspects of Learning) framework, healthy eating, economic education, citizenship and responsible use

of technology. All PSHE is delivered through discrete lessons, assemblies and informal opportunities. Lessons on responsible use of technology are also delivered during Digital Learning lessons.

### *Educational Visits:*

The curriculum is supported by a wide range of educational visits both in the immediate locality and further afield. These are regularly updated to reflect changes to the curriculum and, in most circumstances, pupils will attend at least one visit per term. There is also a residential trip that takes place annually for both Year 5 and Year 6.

### *Extra-Curricular Programme:*

There is a wide range of free extra-curricular activities both during and after school, encompassing creative, academic and sporting opportunities. The provision changes termly and includes clubs suggested by the pupils through their school council. From Year 3 (and sometimes earlier) all children have an opportunity to take part in competitive sporting fixtures. There is an additional range of paid opportunities for pupils including instrumental music tuition, LAMDA, golf, multisports, ballet and gymnastics.

### **Senior School:**

#### *Years 7-9:*

The curriculum is reviewed annually to respond to the particular needs of each cohort and to ensure that it is fit for purpose. This includes reviewing baseline/progress data, responding to relevant national agendas and, at KS4 and Sixth Form, surveying student interest. In Year 7 students are taught in mixed ability groups with the exception of Mathematics and English where they are set by ability from Term 2. All students study French and German. From Year 8 Biology, Chemistry and Physics are taught as separate Sciences and setting is introduced. In Year 8 the majority of students continue to study French and German although some may drop to one language at this stage where this best meets their needs. In Year 9 students usually continue their study of two Modern Languages from French, German and Spanish. IGCSE study in Mathematics and the three Sciences begins in Year 9. In each of Years 7-9 students study Food and Nutrition, Product Design and Art on a carousel rotation. Where subjects are set this is reviewed regularly and students may be moved between sets during the academic year. Based on a thirty period cycle the allocations are as follows:

<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
English	4	4	4
Mathematics	4	4	3
Science	4	4	
Biology			2
Chemistry			2
Physics			2
French	1.5	1	2*
German	1.5	1	2*
Spanish			2*

PE	3			3			3		
Technology	2	2	2	2	2	2	2	2	2
Classical Studies	1			1					
History	2			2			1		
Geography	2			2			1		
RS	1			2			1		
Music	1			1			1		
Drama	1			1			1		
ICT and Computing	1			1			1		
PSHE	1			1			1		

*\*Choose two from three*

**Years 10-11:**

All students follow a core curriculum of English Language, English Literature and Mathematics. In Year 10 all students study the three individual sciences of Biology, Chemistry and Physics but may move to the Double Award in Science in Year 11 where this better suits their aptitudes. There is ability setting in these core subjects. PSHE (including core Religious Studies provision) is delivered through a series of five morning sessions throughout the year. Core PE makes up the remainder of the core curriculum. Students then select four further GCSE options. These options are offered to students as a free choice and the curriculum blocks are constructed around student interest. We aim to achieve 100% satisfaction in student choices, though not every subject combination can be accommodated. Students will also be offered the opportunity to sit for a GCSE in their first language e.g. Chinese.

Subject	Year 10	Year 11
English Language and Literature	4	4
Mathematics	3	3
Biology	3	3
Chemistry	3	3
Physics	3	3
PE	2	2
Option A	3	3
Option B	3	3
Option C	3	3
Option D	3	3

**Year 10 Options:**

Art Economics History PE	French Geography German History IT	Drama ESL Geography German Product Design Spanish	Computer Science Food Preparation and Nutrition Music PE RS Spanish
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### Year 11 Options:

Art Drama Geography History	ESL Food and Nutrition French Geography German IT	Computer Science History Music PE Product Design	Economics PE RS Spanish
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### Sixth Form:

Business, Further Mathematics, Politics, Psychology and Sociology are offered in addition to those subjects studied at GCSE Level. The curriculum is again built around student choices as far as possible but group numbers do need to be viable. Most students study three subjects with a small number taking a fourth subject – usually Further Mathematics. All students are encouraged to study for the Extended Project Qualification. A range of enrichment opportunities is available including Leith Courses, Science, Art/Photography, Music and a range of sports courses and enrichment is a core element to the Sixth Form Programme.

### Year 12 Options:

Chemistry Politics	IT PE Physics	English Language French Maths	Biology Business Further Maths	History
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### Year 13 Options:

Biology Business Drama French Further Maths	Chemistry History PE RS	English Language Geography IT Physics	English Literature Fine Art Maths Psychology
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### PSHE:

All years groups follow a PSHE programme appropriate to their age and needs. The programme is delivered by teaching staff supported by visiting speakers and external agencies. Topics covered include relationships, alcohol and drug education, personal safety (including responsible use of technology), healthy eating, citizenship, study techniques and the core Religious Studies entitlement. Careers Education and Guidance is also delivered through the PSHE Programme.

### Educational Visits:

There is a broad range of Educational Visits, including a number of residential opportunities, designed to enhance the academic curriculum. This includes visits to museums and art galleries, National Trust properties, fieldwork, university visits, exchanges, theatre and cultural visits.

### Extra-Curricular Programme:

There is a wide ranging extracurricular programme and all students are encouraged to take full advantage of this. Activities run at lunchtimes and after-school in areas such as sport,

technology, music, drama, art, languages and Christian Union. There is a thriving Duke of Edinburgh Award programme. The extra-curricular programme changes on a termly basis and every effort is made to respond to student requests.

*Sample Programme:*

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lunchtime</b>	<b>Cross Country</b> KME Y7-13 1.05pm-1.35pm	<b>Dance</b> ROY – Dance Studio Y7-11 1.30pm-2.00pm	<b>Netball Training</b> ROY/KME – SH/Courts Y7-8 1.30pm-2.00pm	<b>Basketball Club</b> RME - SH Y7-9 1.30pm-2.00pm	<b>House Competitions</b>
	<b>Mindful Mondays</b> LCN – Drama Room Y7-13 1.30pm-1.45pm	<b>Basketball</b> RME – SH Y10-13 1.30pm-2.00pm	<b>Maths Matters</b> Maths Team – Ma2 Y7-11 1.30pm-2.00pm	<b>Micro: bit robotics Club</b> JWD – IT1 Y7-11 1.00pm-1.30pm	
	<b>Geography Debate Club</b> JMN/RDT – Geog Y7-13 1.30pm-2.00pm	<b>Reading Group (Fortnightly)</b> ASY/CPL – Library Y7-13 1.30pm-2.00pm	<b>Science Surgery (specialism on rotation)</b> EMH/SST/SNE – Labs Y10-11 1.30pm-2.00pm	<b>The English Enigma</b> <i>Support for Language/Literature/ES L</i> SML/ASY/JBL – E1 and E2 Y10-11 1.30pm-2.00pm	
	<b>Christian Union</b> FFR – IT1 Y7-13 1.30pm-2.00pm	<b>Product Design/GCSE Support Club</b> TSS – Product Design Y7-11 1.30pm-2.00pm	<b>Year 7 Science Wow</b> SST/EMH/SNE – Lab 1 Y7 1.35pm-2.00pm	<b>Strategy Games Club</b> JMN – Geog Y7-13 1.30pm-2.00pm	
	<b>Music Theory Club</b> ESL – Music Y7-11 1.30pm-2.00pm	<b>Film Fanatics</b> KCD – En1 Y7-13 1.30pm-2.00pm	<b>Duke of Edinburgh Drop In</b> FFR – IT1 Y10-12 1.30pm-2.00pm	<b>CREST Award (Fortnightly)</b> NGA – Lab 5 Y7-13 1.30pm-2.00pm	
	<b>Thrills and Quills (Creative Writing)</b> KCD – En1/Lib Y7-13 1.30pm-2.00pm	<b>IT Support/Duke of York Digital Awards</b> FFR/JWD – IT1 Y7-13 1.30pm-2.00pm	<b>Knit and Natter (and other crafts)</b> AWT – History Room Years 7-13 1.20pm-2.00pm	<b>Biology Revision (by appointment – Tues OR Thurs)</b> KCN – Lab 2 Y10-13 1.35pm-2.00pm	
	<b>Create and Chat</b> CFN – RS1 Y7-13 1.30pm-2.00pm	<b>Biology Revision (by appointment – Tues OR Thurs)</b> KCN – Lab 2 Y10-13 1.35pm-2.00pm	<b>Christmas Cooking (Half-Term 2)</b> LAD – Food Room Y7-13 1.25pm-2.00pm	<b>Biology Revision (by appointment – Tues OR Thurs)</b> KCN – Lab 2 Y10-13 1.35pm-2.00pm	
			<b>Languages Club</b> JMS and MWS – ML1 Y7-13 1.30pm-2.00pm		

<b>After School</b>	<b>Choir</b> ESL – BH Y5-13 4.15pm-5.00pm	<b>Netball Squad Training</b> KME/ROY Courts/SH Y9-13 4.00pm-5.00pm	<b>Senior Band</b> ESL – Pavilion Y5-13 4.15pm-5.00pm	<b>Student Investor Challenge</b> AWH – Business/ML3 Y12-13 4.15pm-5.15pm	<b>Choir</b> ESL – BH Y7-13 4.15pm-5.00pm
	<b>Primary Netball</b> KME/CMN 3.45pm-4.45pm	<b>Football (Half-Term 1)</b> RME Y7-9 (Boys) 4.00pm-5.00pm  <b>Drama Club</b> LCN – BH Y7-13 4.00pm-6.00pm  <b>Sports Fixtures</b>	<b>Drama Revision</b> LCN – Drama Y11 4.00pm-5.00pm  <b>Sports Fixtures</b>	<b>Badminton Club</b> KME/RME – SH Y7-13 4.00pm – 5.00pm  <b>Art Club</b> JMY – Mallalieu Y7-13 4.00pm-5.00pm  <b>Sports Fixtures</b>	

### Provision for students for whom English is an Additional Language (EAL)

#### EYFS:

For EYFS children in our provision for whom English is not their first language, reasonable steps will be taken to provide opportunities for children to use their home language at school in play and learning and also support this at home. These opportunities may include:

- number cards
- letter cards
- labelled picture cards
- books
- sharing resources they have brought in from home
- role play
- liaising with appropriate external agencies

Reasonable steps will also be taken to provide sufficient opportunities to learn and reach a good standard in English Language. These opportunities may include:

- sharing books in both languages
- vocabulary prompt cards
- number cards
- letters and sounds
- phonics
- key worker input
- liaising with appropriate external agencies if necessary

There will be close consultation with the child's parents and carers. Specific provision for each child will very much depend on their individual needs.

#### Primary School:

Students are accepted into the school on the grounds of their academic ability and their potential to do well in the system of education which we are able to provide. On some occasions the school will make external extra English lessons (organised and paid for by the parent) one of the conditions of the offer of a place. Teachers will make reasonable

adjustments to their planning and teaching as would usually be expected to meet a pupil's individual needs but there is no additional staffing provision for support within lessons.

### **Senior School:**

Senior School entry is usually restricted from 11-14 and then again at 16. All candidates for entry are assessed and we require them to reach a satisfactory standard. Papers in English as an Additional Language are marked by the Head of English and may be discussed with the SEND Coordinator, Deputy Head or the Headmaster as appropriate. The assessment requires them to read and write in English and to answer in full and structured sentences. We also expect all candidates on entry to reach a satisfactory standard in Mathematics.

Students are accepted into the school on the grounds of their academic ability and their potential to do well in the system of education which we are able to provide. Wherever possible they should have achieved as minimum of IELTS 6.00. If it is judged that they will thrive in our academic community but require a little short term language support then this will be sought. The school will make reasonable curriculum modifications. In Key Stage 3 additional study time is offered in place of the study of a Modern Language and iGCSE ESL is a compulsory course within the options framework at Key Stage 4. Students in the Sixth Form are supported in preparing for IELTS examinations. Where a student requires support beyond this school based provision, e.g. with a specialist teacher, this support is additional to the educational fees paid for the academic education of the student and is calculated on an hourly basis. There is no additional staffing provision for support within individual lessons. Regular reviews are made of the progress being made and parents/guardians are informed about this progress. All students will be offered the opportunity to sit for GCSE/Advanced Level in their first language, where available, and this will usually take place in Year 10/12.

Students are encouraged to make use of dictionaries in class work as necessary. They are supported in gaining fluency as quickly as possible to facilitate both their learning and socialisation. Within Boarding Houses English must be spoken at all times.

The SEND Coordinator and the Examinations Officer will consider information from colleagues and, where it is required and where the JCQ criteria can be met, application will be made for access arrangements for public examinations. Typically this involves the use of a translation dictionary and/or extra time.