



# Curriculum Policy

Teach 01

Reviewed by VMB in Oct 19 | Next Review Date: Oct 20

**This is a whole School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club**

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### 1. Introduction

This Curriculum Policy document has been prepared to give visitors to the school and new staff an insight into the philosophies and aims of the school in delivering the subjects we offer in the Curriculum. It is regularly reviewed and updated.

### 2. Summary of Curricular Provision

In its delivery of the Curriculum Abberley Hall provides for:

- a) a full-time supervised education of children aged 3-13 which gives pupils an experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b) subject matter appropriate for the ages and aptitudes of pupils, including those with a statement of special educational needs;
- c) the acquisition of skills in speaking and listening, literacy and numeracy;
- d) English language instruction (EFL) where English is not the pupil's first language, otherwise English is the principal language of instruction;
- e) where a pupil has a statement of special educational needs, an education which fulfils its requirements;
- f) personal, social and health education which reflects the school's aims and ethos [refer also to the separate scheme of work]
- g) appropriate introduction to a range of different careers;
- h) a programme of activities appropriate to those pupils below school age meeting all the requirements of the Early Years Foundation Stage;
- i) all pupils to have the opportunity to learn and make progress;
- j) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Points a) to j) above reflect ISSR requirements 2. (2) (also published in ISI Handbook).



### 3. Curricular Provision In More Detail

- a) Abberley Hall provides for a full-time supervised education of children aged 3-13 which gives pupils an experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Flexible hours for pupils in the Early Years programme
  - 35 hours per week of in-school time from Reception through to Year 2
  - 20 hours per week of classroom teaching in Year 3 (when pupils join the Prep school)
  - 26½ hours per week of classroom teaching in Years 4 (when full and part-time boarding can begin)
  - 27½ hours per week of classroom teaching in Years 5 (when full and part-time boarding begins)
  - 30 hours per week of classroom teaching in Years 6 - 8
  - 185 pupils, 28 full-time teaching staff, 8 part-time teaching staff (excluding peripatetic in music)
  - Staff : Pupil ratio of 1 : 7 (based on full-time staff above EYFS)
  - All teaching is supervised and covers all the required areas of the curriculum as detailed in the subject sections below
- b) Abberley Hall provides for subject matter appropriate for the ages and aptitudes of pupils, including those with a statement of special educational needs.
- English and Mathematics provide the vital bases of literacy and numeracy, but we aim to deliver a curriculum that is as broad as possible, without sacrificing high standards of achievement.
  - All children in all classes in the Prep school study English, Mathematics, Science, French, History, Geography, PSHE, Religious Studies, Music, Drama, Art and Design, Design Manufacture, Information Communication Technology/Computing and Physical Education.
  - All children start Latin at eight and Greek is also available as indicated below.
  - All children in year 5 and 6 have Reasoning lessons as part of the school's study skills programme.
  - In June 2015, the introduction of a collapsed timetable week allowed for large scale cross-curricular topics to be addressed. Each year group has a team of teachers allocated to them and a well-thought out programme of study is delivered.
  - Subject allocation per week: the numbers of 50 minute lessons is given in brackets below:



#### Year 1 – Class 1. Pre-Prep

English (5), Maths (5). The curriculum is designed as cross curricular, covering English, Maths, Science, History, Geography, RS, Art, ICT and PSHE. Specialist teachers teach Music (½), PE (1½), Drama (½), Swimming (½) and Forest school (1).

#### Year 2 – Class 2. Pre-Prep

English (5), Maths (5). The curriculum is designed as cross curricular, covering English, Maths, Science, History, Geography, RS, Art, ICT and PSHE. Specialist teachers teach French (½), Music (½), PE (1½), Drama (½), Swimming (½) and Forest school (1)

#### Year 3 – Form One. Prep

English (5½), Maths (5½), Science (1), French (1), History (1), Geography (½), RS (½), Art (1), DM (1), ICT (1), Music (1), PE (1), Drama (1), Swimming (1), Forest School (1)

#### Year 4 – Form 2. Prep

English (6), Maths (6), Science (2½), French (2½), History (2), Geography (2), RS (1), Latin (1), Art (1½), DM (1½), ICT (1), Music (1), PE (1), Drama (1), PSHE (½)

#### Year 5 – Removes. Prep

English (6), Maths (6), Science (3), French (3), Latin (1), History (2), Geography (2), RS (1), Art (1½), DM (1½), ICT (1), Music (1), Drama (1), PE (1), PSHE (½)

#### Year 6 – Shells. Prep

English (5½), Maths (5½), Science (4), French (3), Latin (3), Greek (1) top set only, History (2), Geography (2), RS (2), Art (1½), DM (1½), STED (1), ICT (1), Music (1), PE (1), Drama (1) not top set, PSHE (0.5).

#### Year 7 – 100s. Prep

English (5½), Maths (5½), Science (4½), French (3), Latin (3), Latin (2½) & Greek (1) top set only, History (2), Geography (2), RS (2), PSHE (½), Art (1½), DM (1½), STED (1), Computing (1), Music (1), PE (1).

#### Year 8 – 6s. Prep

English (5½), Maths (5½), Science (5), French (4), Latin (3), Greek (1½) top set only, History (3), Geography (3), RS (3), PSHE (½), Art (1½), DM (1½), Computing (1), Music (1).

c) Abberley Hall provides for the acquisition of skills in speaking and listening, literacy and numeracy.

- Daily one-on-one reading practice starts in the Pre-Prep.
- Circle-time is an instrumental part of the school day in the Pre-Prep
- Drama is part of the weekly curriculum.
- **Literacy and numeracy** form the largest sections of the EYFS and Pre-Prep curriculum.

From Years 3-8, the fundamental aims of the teaching of **English** are:

- to instill the confidence to enable a child to stand up in public and speak to a crowd;
- to write interesting and imaginative stories;
- to listen critically to others and to express an opinion, which is not just an echo of someone else's idea;
- to discover the pleasure of reading broadly and fluently.



See the **Abberley Hall Teaching Policy** for more detail. This includes details of Learning Support, development of handwriting, Book Fairs, theatre trips and much more.

From Years 3-8, the fundamental aims of the teaching of **Maths** are for all pupils to have an equal opportunity to:

- to develop a sound understanding of basic mathematical concepts through written, practical and investigational work;
- to acquire appropriate and necessary mathematical skills and to apply them confidently and accurately;
- to enjoy Mathematics, to be successful and have a positive attitude to the subject;
- to be able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;
- to develop thinking skills and logically apply their mathematical knowledge to solve problems;
- to use mathematics as part of their everyday life.

See the **Abberley Hall Teaching Policy** for more detail. This includes details of assessment, streaming, maths puzzling and the UK Maths Challenges.

- d) Abberley Hall provides for English language instruction (EFL) where English is not the pupil's first language, otherwise English is the principal language of instruction.
- The School welcomes children from a variety of different cultural and linguistic backgrounds.
  - There are two qualified EFL teacher who analyse the needs and expectations of each child as they enter the school and tailors their timetable accordingly. They provides one-on-one EFL teaching to all pupils for whom English is not their first language.
  - This approach enables the individual children to get the most out of their time at the school and achieve their potential both academically and socially.
  - The children are fully integrated into school life but also can share their culture during special activities and the speech competitions when they can talk about aspects of their country.
  - There is the opportunity for children to take the internationally recognised Cambridge EFL examinations.
- e) Abberley Hall provides for where a pupil has recognised special educational needs, an education which fulfils its requirements.
- Where a pupil has a statement of special educational needs, the overall aim is to integrate the pupil into the normal routines of the school as much as possible.
  - If one-on-one classroom assistance is recommended, then it can be provided with an additional cost to parents.
  - Equally, if a shortened school day is recommended, then it is arranged to suit the individual child.



- A programme of assessment and teaching with the assistance of Learning Support will also be provided.
- See the **Abberley Hall SEN policy**

(f) Abberley Hall provides for personal, social and health education which reflects the school's aims and ethos.

- See the **Abberley Hall PSHE Policy**

(g) Abberley Hall provides for appropriate careers guidance for pupils

- At Abberley Hall we believe that the most appropriate guidance for pupils up to the age of 13 (Year 8) is to provide an insight into the breadth of career opportunities that exist beyond secondary and tertiary education. As such, a programme of visiting speakers to our 'Tuesday Club' is our main channel for careers guidance, and is delivered to the upper end of school.
- Recent speakers have covered the following topics:
  - How your mobile phone works; Telecommunication Scientist
  - The work of a sports coach; Worcester Warriors coach
  - Life as a BBC journalist; An ex-journalist for the BBC
  - Political Journalism; Current BBC political affairs journalist.
  - What is Marketing; Marketing executive.

(h) Abberley Hall provides for a programme of activities appropriate to those pupils aged 2 – 5 years, meeting all the requirements of the Early Years Foundation Stage.

- The Head of the Early Years Foundation Stage and Pre-Prep is Mrs Emma Green, and the Early Years co-ordinator is Mrs Deborah Williams.
- The aim of Abberley's Early Years is to provide a broad and balanced curriculum, which follows the principles and requirements of Development Matters in the Early Years Foundation Stage Statutory Framework delivering learning in seven areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.
- Planning of this curriculum is flexible and begins with the individual child through informal and spontaneous observation and assessment. We reflect on the different ways that they learn.
- Broad based themes enable us to deliver the seven overlapping areas of learning (which are of equal importance to the development of each child) under the following headings:
  - **Personal, social and emotional development (PSED)**  
We aim to help children develop a positive sense of themselves, and of others. To form positive relationships and develop respect for others. To develop social skills and learn how to manage their feelings. To understand appropriate behaviour in groups and to have confidence in their own abilities.
  - **Communication and Language development (CL)**  
We give children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.



- **Physical Development (PD)**

We provide opportunities for our children to be active where they develop coordination, control and movement. We help our children to understand the importance of physical activity and to make healthy choices in relation to food.

- **Literacy**

Through planned activities children link sounds to letters and begin to read and write. Children are given access to a wide range of reading materials (books, poems etc) to ignite their interest and visit the library weekly.

- **Mathematics**

Children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measure.

- **Understanding the World (UTW)**

We give children the opportunities to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive Arts and Design**

Our children are provided with a wide range of media and materials which they are encouraged to explore and play with. They are also encouraged to share their thoughts, ideas and feelings through activities in Art, music, Movement, Role Play and Design and Technology.

These are underpinned by the Characteristics of Effective Learning.

- **Characteristics of Effective Learning**

Playing and exploring- Engagement where children investigate and experience things, and develop a “have a go” attitude.

Active learning-Motivation where our children concentrate and keep on trying even if they encounter difficulties and enjoy their achievements

Creating and thinking critically-Thinking of and then developing their own idea, make links and develop strategies for doing things

- For those children above 3 years of age daily literacy and numeracy sessions deliver specific objectives as set out by the Early Learning Goals in Communication and Language, Literacy and Mathematics. We use schemes such as ‘Letters and Sounds’, ‘Jolly Phonics’, ‘Read, Write Inc’ also the numeracy and literacy frameworks to dictate the developmental stage at which we should introduce certain objectives.



## Principles and Objectives

The EYFS document works on four main principles:

- A unique child-Every child is a competent learner
- Positive relationships-Children learn to be strong and independent
- Enabling environments-Supporting and extending a child's development
- Learning and Development-3 Prime and 4 Specific as named above

## Aims

- To support children in becoming competent and confident learners
- To provide a safe and stimulating learning environment in which creativity and expressiveness are valued
- To provide a broad and balanced curriculum for every child
- To treat each child as an individual with specific needs being met in appropriate ways
- To provide effective provision that will enable children to achieve their full potential

## Curriculum Content

The EYFS provides the curriculum framework for all practitioners working with children from birth to the end of Reception year. This guidance is inclusive of all practitioners working within the Foundation Stage, a stage valued in its own right. By the end of this stage there are Early Learning Goals which children are expected to achieve.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

For those children above 3 years of age daily literacy and numeracy sessions deliver specific objectives as set out by the Early Learning Goals in Communication and Language, Literacy and Mathematics. We use schemes such as "Letters and Sounds", "Jolly Phonics" "Read, Write Inc" also the numeracy and literacy frameworks to dictate the developmental stage at which we should introduce certain objectives.

## Provision

We have a team of highly qualified and dedicated professionals who work closely together so that they can plan for and provide a high quality curriculum.

We value our parent partnership with an open door policy. We strictly observe staffing ratios and we designate a key person to every child. This ensures the needs of each child are met both emotionally and academically. Our small class sizes enables us to provide a more individually planned curriculum where children's confidence and independence can flourish. Children quickly become familiar with our daily routines and they are confident to access activities and resources independently.



As we work closely within the Early Years, children and staff know each other enabling a smooth, calm, happy and successful transition between each class.

### **Assessment and Observation**

Children in Nursery 2 and are regularly assessed throughout the year by either their key worker or teacher. Parents are informed of their child's progress through two parent meetings, progress reports, next steps and a written report at the end of the academic year giving greater detail on their child's achievements and progress. Nursery 1 children also receive a 2yr old progress report. This evidence is achieved through detailed observations and on-going formative assessment which is at the heart of effective early years practice. Parents also see the Learning Journeys and are encouraged to add to these. Parents are welcome to make an appointment to see the class teacher to discuss any concerns at any time.

Reception staff will carry out an initial baseline assessment for each child and also hold parents meetings, progress reports and a final written report. In the final term of the year of which a child reaches age five, the EYFS Profile will be completed for each individual. The profile provides parents, carers and teachers with a clear picture of the development, knowledge, understanding and abilities as well as the progress made against expected levels of learning. This is shared with Year 1 teachers to prepare for individual children's readiness, needs and next steps.

The Reception teacher will determine whether the child is meeting the expected levels, exceeding them or is below the expected levels of development. This level of development is assessed against 17 Early Learning Goals.

In compliance with Early Years regulations parents may have access to developmental records about their child.

It is our responsibility as a school to ensure that we identify and help those children in our care with additional educational needs including more able and talented children.

If we have any concerns with a child's progress/development our SENCO for Early Years is Mrs Catherine Beaumont, who attends our weekly staff meeting.

### **Staff:**

Observe children as they act and interact in their play, through everyday activities, child initiated and adult led activities and sharing with parents about what the child has done at home.

Observing what children can do and identify their next steps in development.

Consider ways to support the child to strengthen and deepen their current learning and development.

Consider the individual's needs, interests and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.



## **Fundamental British Values in the Early Years Foundation stage**

The fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are implicitly embedded in the 2014 Early Years Foundation Stage. At Abberley Hall children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

Our curriculum respects a child's faith and cultural heritage, and the special needs of each child, by ensuring that these are covered within our indoor and outdoor activities, circle time and assemblies, visitors, books and positive images.

### **Democracy: Making Decisions Together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development

Staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talks about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what theme of their role-play area could be with a show of hands.

Staff can support the decisions that children make and provide activities that involve taking turns, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### **Rule of Law: Understanding Rules Matter as cited in Personal, Social and Emotional Development. As part of the focus on managing feelings and behaviour**

Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

### **Individual Liberty: Freedom for All**

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal, Social and Emotional Development and Understanding the World Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self- knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing the children to take risks on an obstacle course, mixing paints to produce different colours, talking about their experiences and learning. Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss how they feel about moving into the reception class.



### **Mutual Respect and Tolerance for those with Different Faiths and Beliefs: Treat others as you want to be treated**

As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal, Social and Emotional Development and Understanding the World

All staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children engaged in the wider community.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of "actively promoting".

#### **What is not acceptable:**

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from their wider community.
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

### **Equal Opportunities and Learning Development**

All children have equal access to the Early Years Foundation Stage curriculum and the resources of the school. Learning tasks are matched to the child's individual needs. Children are given opportunities to explore and enjoy stories, poetry, music, art and play materials from the wide range of cultures.

#### **Resources**

Children have regular access to a wide range of resources inside and outside of the classroom. Resources are regularly checked to ensure they are clean and safe to use. Any broken or damaged toys are disposed of immediately.



### **Admissions – see Abberley Hall Admissions Policy**

Admissions take place from 2yrs and we accept children in the nursery anytime during the academic year for a minimum of two sessions per week for Nursery 1 children three in Nursery 2. Sessions are increased with consultation with parents and teachers at the appropriate time for each individual child.

The school welcomes children to join Reception from other settings at any time during the academic year.

Children are invited to join us for a taster session before joining the school.

(i) Abberley Hall provides for all pupils to have the opportunity to learn and make progress.

- Pupils' progression is monitored weekly by Form / Personal Tutors and monthly by all teaching staff.
- Appropriate streaming is carefully considered by all teaching staff at the end of each term and, where appropriate, at shorter intervals.
- In Maths and English formal assessment using Standardised tests is conducted annually and fed back not only into teaching practice but into the discussions regarding streaming for the following term or year.
- Exams are conducted informally at the end of the Autumn Term and formally at the end of the Summer Term, with results feeding into discussions over streaming and setting for the following term or year.

(j) Abberley Hall provides for adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

- The boarding ethos of the school provides the time for an extremely broad range of opportunities, both curricular and extra-curricular, for all pupils.
- Extra-curricular activities provide the pupils from an early age with a sense of responsibility for their own timetable
- A system of 'Patrols', provides further opportunities for pupils to take responsibility for each other
- The Prefect system also reinforces the same ethos, and the awarding of School Colours 'for good citizenship' is another reflection of the same set of beliefs.

#### **4. Conclusion**

We believe that our approach at Abberley Hall has:

Flexibility – which deals effectively with a mixed-ability entry and encourages each child to reach his/her highest potential;

Breadth – which gives the widest possible opportunities for each child to reveal talents and to excel in at least one area;

Structure – giving a sense of security and progress, and providing a norm against which the needs of the individual can be judged;



Monitoring – by which each child has two Interim Reports during the term, discussed individually with his/her Form /Personal Tutor and seen by the Headmaster, as well as an end-of-term Report. In addition parents have the opportunity to discuss their child’s progress with individual staff at Parents’ Meetings.

**The Board of Governors will be monitoring compliance with this policy.**

**Signed:** ..... **Date:**  
**Governor**  
**Andrew Inglis**

**Signed:** ..... **Date:**  
**Headmaster**  
**Mr Will Lockett**

**This is an all School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club**