

Curriculum Policy

Last Revision Date	September 2023
This policy is Reviewed by	Deputy Head Academic
Group	Curriculum
ISI Reference	2b
Next Review Date	September 2024

Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	✓
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	✓

Aims of the Curriculum

“EDUCATING PUPILS TO BELIEVE IN THEMSELVES”

We aim to provide a broad, balanced, challenging, differentiated and relevant education that provides continuity and progression. The broad curriculum is designed to meet the needs of the whole child and nurture strengths, enabling pupils to become independent, confidence and resilience for the future and are best prepared for their Senior School of choice. We aim to:

- Provide a broad, challenging adaptive and responsive curriculum.
- Ensure that our curriculum reflects and exceeds the expectations of the National Curriculum, ultimately meeting the requirements of the 11+pretests, 13+ Common Entrance and Common Academic Scholarship examinations.
- Enable pupils to develop enquiring minds, investigative skills, and independent learning techniques.
- Encourage a lifelong love of learning through excellent opportunities, so that pupils are able to discover and develop talents.
- Promote the intellectual, moral and spiritual growth of individuals, by encouraging hard work in a happy atmosphere and a sense of social responsibility.

The structure of the policies and Medium Term Plans (MTPs) within all subject areas reflects the National Curriculum and Common Entrance Examination syllabus at both 11+ and 13+. We no longer examine through Common Entrance but through rigorous internal assessments and moderation in consultation with senior feeder schools. In addition some students are prepared for the Common Academic Scholarship Exams for Independent schools at 13+ and for Senior Schools own Scholarship exams.

Objectives

We encourage our pupils to:

- Be enthusiastic and to give of their best in all activities;
- Live by a set of moral values, as outlined in the Walstead Way eg. To treat others as we would want to be treated, to forgive, to share, to be honest and live with integrity. To listen to each other, be kind and helpful and to work hard to do the best to be your best self, in line with our Christian Ethos and British values;
- Develop their talents and abilities to the full.
- Be creative and to develop their own thinking, as well as developing knowledge, skills and understanding using the 7Cs.
- Work co-operatively with others.
- Develop a respect for other people, their property and the environment.
- Be physically fit and recognize the part sport and physical exercise play as an important part of a healthy and well-balanced life.

The Curriculum

Responsibility for the Curriculum

The curriculum is agreed by the Deputy Head Academic, the Head of Departments and the Head of Sections in liaison with the Headmaster. The Deputy Head Academic has overall responsibility for ensuring that the curriculum delivers the aims and objectives as set out above. Each subject has an assigned Head of Department within the school and in addition there are co-ordinators for English, Maths and Science who liaise between the Early Years Foundation Stage and teachers in KS1 as well as a junior co-ordinator in English.

All Heads of Department and subject co-ordinators are ultimately responsible to the Headmaster for their assigned subject area, but are line managed by the Deputy Head academic or other members of the Leadership Team or Management Team.

Content of the Curriculum

EYFS

Foundations are laid for learning.

Under the guiding theme of Learning and Development there are seven areas of learning:

1. Communication and language.
2. Physical development.
3. Personal, social and emotional development.
4. Literacy.
5. Mathematics.
6. Understanding the world.
7. Expressive arts and design

All areas of learning are of equal importance and are delivered in conjunction with each other. The children learn through playing and exploring, active learning and creating and thinking critically. These and more structured activities are used to cover the Stepping Stones leading on to achieving the Early Learning Goals by the end of the Reception year.

Key Stage 1

In KS1 The emphasis is on further developing the children's English, Maths and scientific knowledge, while ensuring that the curriculum is enriched as much as possible through areas such as P.E., Art, Computing, drama and Music. Much of the teaching is topic based and has cross curricular links. French is also taught throughout the department from an early age. Planning is discussed and agreed by the year group teams to ensure continuity and progression.

Key Stage 2

In Years 3 and 4 more discrete subject teaching is introduced so that, while themes may run through a whole or part of a term, pupils also become used to subjects such as 'R & P' or 'Science'.

From Year 5 and 6 onwards, teaching is carried out in specific subject areas with specialist teachers for some subjects, with pupils increasingly moving from one subject room to another. As well as the core subjects (English, Maths and Science), pupils have lessons in Art, Outdoor Education, Design & Innovation, Computing, Drama, Thinking Skills, French, Science, Games, Geography, History, ICT, Learning for Life (L4L), Music, PE and Religion and Philosophy.

Key Stage 3

In Years 7 & 8 the main objective is to prepare pupils for the Great Walstead year 8 examinations (in line with Common Entrance syllabus and standards) or Independent School Common Academic Scholarship Exam (CASE) so the ISEB examination syllabus is followed. Pupils study to sit examinations in the following subjects:

English, Mathematics, Science (Biology, Chemistry, Physics), French, History, Geography and Religion and Philosophy all assessed through internally set assessments and examinations in line with the requirements of their senior schools.

Other subjects are also taught but not examined: Art, Design & Innovation, Computing, Spanish, Drama, Games, Learning for Life (L4L), Music and PE. Pupils may sit for Scholarships to Senior Schools in some of these subject areas.

Throughout the School L4L is an integral part of the curriculum. It is not taught in isolation and is the responsibility of all staff that come into contact with the children. The syllabus is delivered in one period per week and through subject teaching, circle time, chapel services, charity/community involvement, outings, class roles and responsibilities and guest speakers.

Delivery of the Curriculum

Subjects and time allocation:

A single lesson (one period) lasts 50 minutes. Please see Appendix 1 for lesson timings.

The responsibility for delivery of the curriculum lies in the first instance with individual teachers. The National Curriculum and ISEB syllabuses provides guidelines for our curriculum and this is reflected in our Medium Term Plans.

We encourage the use of a wide variety of teaching styles within school, promoting the strengths of all colleagues and taking account of the differing learning styles of pupils. The learning environment we promote is calm, ordered but stimulating, where all pupils feel happy and confident. Teaching strategies employ a range of techniques including individual, group and whole class work with attention being paid to visual, auditory and kinaesthetic styles of learning. ICT is used wherever appropriate, without compromising the demand for careful and accurate written work.

In Years 3–4 fluid setting, in Maths, takes place from the start of the Autumn Term, all other subjects are taught in form groups including English; however, within English the children are grouped by ability for spellings up to, and including, Year 6. From Year 5 upwards formal setting takes place in Maths. In Year 7 there is a 'top set' and two parallel teaching sets for all subjects except for Maths (set separately). In Year 8, there are three teaching sets – a top CE /scholarship set, and two parallel CE sets except for Maths and Science (set separately).

Teachers try to ensure that they share learning objectives with pupils and use questioning to develop pupils' thinking skills. In Years 3,4 & 5, pupils have a single lesson of 'Thinking Skills' each week in order to help pupils develop learning skills, revision techniques and also help to prepare pupils for imminent pre-tests as well as exams generally. As part of the preparation for Pre-tests, Year 6 have a designated lesson in English and Verbal Reasoning and one for Maths and NVR from September to the third week of November.

Planning

Heads of Department co-ordinate Medium Term Plans for their own subject areas throughout the school and are responsible for clear progression from year to year. MTPs for each subject are stored in the Curriculum Folder of the Staff drive on the school network. These will have a common format for most subjects.

Subjects are planned on a half termly basis by the teachers taking those subjects. Where more than one teacher is taking a subject in a particular year group, planning is done co-operatively, with the Head of Department or subject co-ordinator being responsible for ensuring that clear objectives and targets are set.

Day-to-day planning takes place in the teachers' own planning books. It is expected that this planning pays particular attention to being adaptive and responsive to the needs of the less able and the more able pupils as well as the 'middle group', both within respective sets and, if necessary, in small group or individual support groups.

Evaluation

Evaluation of the curriculum, the effectiveness of learning and of teaching, takes place within the regular meetings held by different departments of the school and as part of the regular review of teaching carried out as part of the planning process. There are also regular HoDs meetings and meetings of the Curriculum Group (attended by governors). It is, of course, the responsibility of the subject teacher to constantly evaluate the quality of learning within their classrooms and to be receptive to ideas and suggestions from colleagues. Among the means by which this might reasonably be achieved are by the teacher's own reflections, through regular marking, through discussion with other colleagues following observation or otherwise and by reference to subject coordinators and the Deputy Head Academic. (For more detail, please refer to the Assessment, Prep and Marking Policy Documents).

Assessment

For details of how assessment is carried out please refer to the school's Assessment Policy document. Formative assessment is carried out throughout the teaching process, through oral feedback to the individual pupil, group or whole class, and through written marking of their work. We try to strike a balance between the need to give pupils a clear idea of the level at which they are performing (by giving them written marks) and concentrating on their learning and improvement (by written and oral feedback without marks).

Summative assessment takes place on a regular basis which become more frequent higher up the school, culminating in the exams which take place in Years 5 to 8.

GL assessments in English and Maths are administered in Years 1-7 and CAT4 tests in Years 3-8.

Pupil Support

Pupils are monitored constantly by staff, both academically and pastorally. Pupil progress is regularly reviewed and progress queries identified. Primarily children are supported in their regular classroom setting by their class and subject teachers, providing adaptive and responsive quality first teaching – this is at the centre of our school’s graduated response to children’s learning needs.

Children’s progress queries are a collaborative concern, as such the class teacher, with SENDCo’s guidance, will look at ways to further strengthen a child’s quality first classroom learning to narrow an attainment gap.

Learning Enhancement – Finding Out More

Where, despite further focus, an attainment gap is not closing the DOLD and class teacher, in discussion with parents, may decide more information would be helpful. The Learning Enhancement Department is able to offer investigations, assessments and guidance to help better understand a child’s individual’s learning strengths and needs. The guidance resulting from the learning enhancement assessments is discussed with parents. Class teachers are able to use the guidance to help them to further adapt their responsive quality first teaching provision for a child.

Individual pastoral care is primarily through the pupil’s form teacher (or tutor in Years 7 and 8) and also takes place through the L4L curriculum.

Educational Trips and Special events

Every effort is made to support and encourage class and subject teachers in the organisation of inclusive educational trips and arrangement for outside speakers and demonstrations. These should be a part of the planned curriculum in each subject. Subject Coordinators are encouraged to organise subject based days where topics from a particular subject are examined in depth and the connections between subjects are examined closely. For example: the Year 7 French Trip, Anglo-Saxon day, enrichments days, writers’

workshops with a visiting author, visits to Houses of Parliament or Fishbourne Roman Palace.

Equal Opportunities

It is expected, in accordance with the policies supported by the School, that a policy of non-discrimination on grounds of race, gender or class be implemented at all times within all curriculum subjects. It is further expected that, where at all possible, a wide diversity of teaching methods and resources be used which will reflect differing backgrounds and support the stated policy. Teaching and learning should be differentiated for all pupils in so far as this is possible. For details of provision for pupils with specific learning disabilities, please consult the SEND policy document.

Resources

The school is very well resourced with classrooms, storage areas, newly refurbished library with iPads and specialist teaching areas for Art, Drama, CDT, Science, Music, Design and innovation. There is a large and well-equipped sports hall, an astro pitch, swimming pool, outdoor classrooms, extensive games fields play areas and approximately one hundred acres of woodland. All classrooms are equipped with electronic whiteboards. Individual departments make annual requisitions for materials, which are linked to each department's development plan.

Leadership & Management

Overall implementation of the curriculum and organisation of the timetable is the responsibility of the Deputy Head Academic. Decisions about curriculum content and timetabling are discussed with the Heads of Department, with as much consultation as possible before changes are made.

Appendix 1

MIDDLES/SENIORS		
REG.	8.20	8.30
L1	8.30	9.20
L2	9.20	10.10
BREAK	10.10	10.30
L3	10.30	11.20
L4	11.20	12.10
L5	12.10	1.00
LUNCH	1.00	1.30
REST	1.30	2.00
Registration	2.00	2.10
Chapel	2.10	2.30
L6	2.30	3.30
L7	3.30	4.30
Prep/ASA	4.30	5.30
TEA	5.30	6.00

JUNIORS		
REG.	8.20	8.30
L1	8.30	9.20
L2	9.20	10.10
BREAK	10.10	10.30
L3	10.30	11.20
L4	11.20	12.10
CHANGE	12.10	12.20
LUNCH	12.20	12.50
Rest	12.45	1.15
L5	1.10	2.05
Registration	2.05	2.10
Chapel	2.10	2.30
L6	2.30	3.30
CHAPEL	4.10	4.30
Prep/ASA	4.30	5.30
TEA	5.30	6.00

Chapels

- Mon** Headmaster's Assembly online
- Tues** Section chapels alternating with form time
- Wed** Years 3-4 Celebration chapel. Year 5-8 No chapel (Matches/activities)
- Thurs** Year 5-8 Chapel and Votes for schools assembly take place alternatively. Year 3-4 No Chapel Matches and activates.
- Fri** Section chapel

