



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

CURRICULUM POLICY

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1. Introduction

This policy applies to all pupils from the Early Years to Key Stage 1 and 2.

1.i AIMS

The school aims to:

- provide pupils with a broad and balanced curriculum, which delivers an education accessible to all pupils and which is appropriate for the ages and aptitudes of those pupils; Nursery pupils have a program of activities that are appropriate to their educational needs across all the areas of learning (particularly in the areas of social, emotional, physical development and communication and language skills.)
- ensure that pupils develop essential skills in speaking and listening, literacy, numeracy and information and communication technology;
- foster pupils' creativity, including their artistic and musical talents;
- develop essential skills, including learning skills;
- promote a healthy lifestyle;
- enable pupils to be positive citizens; have a personal, emotional, social, health and economic program of learning that reflects the schools aims and ethos, also incorporating a sense of respect and compassion for those with disabilities.
- inspire pupils to a commitment to learning which will last a lifetime; and
- promote high standards in all teaching and learning;
- ensure that all pupils have the opportunity to learn and make good progress according to their ability;
- Teach the value of tolerance and respect for other cultures and faiths;
- Promotes the value of democracy and freedom of speech that is celebrated in the UK.

The curriculum is organised so that it more than satisfies the requirements of the National Curriculum in all subjects. It is also designed to equip pupils with skills and experiences which will prepare them for the opportunities, responsibilities and experiences of their future lives.

When considering the breadth, balance and appropriateness of the curriculum, the following factors are very important:

- Breadth** will allow pupils contact with the different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.
- Balance** will be shown through time allocation, curricular and extra-curricular activities,

including educational visits and residential trips, curriculum days.

- **Appropriateness** will be shown through class size, grouping, length of school day and length of teaching year;
- ☒ **Coherence** will be achieved through planning and discussion, with schemes of work for all subjects documented in advance;
- ☒ **Differentiation** will be achieved;
 - Through grouping
 - Through teaching style and method
 - Through adult support (Including split lessons)
 - Through resources
 - Through regular assessment of pupils' work

2. EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.

Disabilities: In accordance with the school's Equal Opportunities policy the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

3. ORGANISATION AND PLANNING

We plan our curriculum in two phases. A **long-term plan** (Scheme of Work) is agreed for each subject. This indicates what is to be taught each term.

Through our **medium-term plans** we give clear guidance on the objectives and teaching strategies for each subject on a weekly basis.

Teachers annotate Medium Term plans on a daily basis. This takes the form on either the printed plans or the Teachers' personal planner. We use these to set out the learning objectives for each lesson, and to identify the activities, resources, ICT opportunities, differentiation and assessment opportunities for the lesson.

4. SUBJECTS OFFERED

4.i Early Years Foundation Stage:

The EYFS is arranged in three year groups: Lower Nursery (rising 3-3 years) and Upper Nursery (3-4 years) and Reception with provision for part-time and full-time attendance. In Nursery, each group follows a curriculum based on the Early Years Foundation Stage Curriculum with activities linked to the three prime areas of communication and language, physical development and personal, social and emotional development and the four specific areas of literacy, mathematics, understanding of the world and expressive arts and design. The focus in Lower Nursery is upon the Prime areas of learning because good Personal, Social and Emotional development, physical and Language skills are essential to all other areas of learning. Provision across the Nursery combines adult directed activities, planned play provision and child initiated play. Opportunities for learning and

development are planned inside and outside. Staff meet to review the activities and provision and plan the activities and experiences for the following week based on the needs and interests of the children. Weekly newsletters help to inform parents about our provision and provide ideas of activities to try at home.

The EY's children present their Harvest and Christmas performances. In the summer term, Nursery participate in their own Sports Activity morning and Reception join in with the Junior House activities. Parents are invited to attend all these events. House sports day and the preparation for this helps facilitate a smooth transition from EYFS to KS1.

Outings are arranged to complement the topics being studied and visitors come into the Nursery to talk to the children.

General whole school curriculum Subject Policies

The curriculum policies which ensure that curriculum aims are met are outlined below under the following headings:

- **Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. At Seaton House, the Read, Write, Inc method of literacy is used. In addition to English, French is taught throughout the school and Classics to children in FVI. Separate policies exist for English and Foreign Languages;
 - **Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. A Mathematics policy exists to raise standards in this area;
 - **Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. A Science policy is in place to cover the above requirements;
 - **Technological:** This area includes the use of computers & technology; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. ICT/Computing and DT policies ensure that pupils' technological knowledge and skills are developed. The E-safety policy outlines our procedures and strategies for creating a safe learning environment and ensuring that pupils know how to protect themselves and behave responsibly while online.
 - **Human and social:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. See separate policy for History and Geography;
 - **Physical:** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. We have a PE policy which covers this area throughout the school;
 - **Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, drama and the study of literature, because they call for personal, imaginative and often practical responses. We have policies for Art & Design and Music.
- * **Spiritual, moral, cultural & social (SMSC):** Although not designated as a Key Learning Area, we have an RE policy as well as an SMSC policy which covers the PSHCEE programme (Personal, Social, Health, Citizenship, Emotional and Economic education) as well as other aspects of spiritual, moral,

cultural & social development such as British values. Assemblies, extra-curricular activities, clubs, residential trips and multiculturalism also fall within this category. Also see policy on Preventing Extremism & Radicalisation.

4.ii Junior House:

Junior House is arranged in two year groups, Form I and Form II, with one mixed ability class in each year. Class groups are determined according to ability and need.

Form I and Form II follow a programme of Literacy, Numeracy, Science, History, Geography, French, Design Technology, Art, Music, Physical Education, PSHEE and Religious Education in line with National Curriculum guidelines. Children learn basic ICT skills and there is access to a computer in each classroom. Literacy is taught through the Read, Write, Inc scheme.

Music is taught by a specialist teacher to all three classes. Reception and Form I have a weekly/fortnightly cooking session.

Planning takes account of differing levels of achievement and ability with differentiated activities and approaches. We aim to meet the needs of pupils with learning difficulties and/or disabilities and the more able through differentiation and specialist group and individual lessons. Please refer to the SEN policy and the Able, more able and Talented policy.

There is a Whole School Assembly on Monday and Friday. The children take part in a Nativity Play and a Harvest Thanksgiving. There is a Sports Day in the summer term and Parents' Evenings twice a year. A celebration of work evening is held in the spring term of each year. Parents are invited to look at their child's work with them.

4.iii Senior House

Senior House comprises Forms III to VI. There is one mixed-ability form in each year group. The day is divided into 10 half hour sessions.

Senior House builds on the solid foundation established in Junior House. Pupils are increasingly taught by subject specialist teachers. From Form III, for at least one hour per week, the children are split into ability groups for both English and Mathematics.

Pupils in Senior House are encouraged to join extra-curricular clubs and some children have individual lessons learning to play a range of musical instruments. Those who become reasonably proficient are invited to join the School Orchestra. Members of the Choir perform on several occasions and there is a Spring Concert where pupils with musical talent perform for their parents. All the girls participate in a Harvest Thanksgiving Service, a Carol Service at Christmas and a summer drama production which is usually a musical. There is a Whole School Assembly on Monday and Friday.

Pupils in Form VI are prepared for the National Curriculum Key Stage 2 Tests in English and Mathematics.

We aim to meet the needs of pupils with learning difficulties and/or disabilities and the more able pupils through differentiation and specialist group and individual lessons. Please refer to the SEN policy and the Able, More able and Talented policy.

A number of visits take place during the year, including trips to museums, galleries, theatres, concerts and places of historical or scientific interest. In Form III pupils participate in a one day residential trip, in Form IV, a three day residential trip and in Forms V and VI a five day residential trip.

Matches are played against many schools in a range of sports; many pupils have the opportunity to represent the school.

Enrichment days provide the girls with an opportunity to work as part of a team and take on collective responsibilities for the group. They often have to negotiate, concede their own preferences and sometimes reach outside of their comfort zones. If any pupil has to take a personal risk of failure or being laughed (at verse speaking competition, talent show, Spring Concert or drama productions), they are applauded in Assembly and their achievement celebrated. Older girls are actively encouraged to support and help younger pupils, especially in the playground.

5. COLLECTIVE WORSHIP

Assemblies take place on two days a week for FI- FVI and include a collective act of worship. Each year group from Rec – FVI prepares and leads a whole school assembly each year (Junior House classes do a Harvest Assembly and one other). Twice a term, assembly is led by members of the Sutton Schoolswork, and, from time to time, other external speakers will contribute to an assembly (eg Barnardos, British Legion, Rotary, Royal Marsden, etc). “Grace” is said before lunch in all departments.

6. SEX EDUCATION

The school provides sex education in the basic Science curriculum, in life cycles and reproduction, for all Form V pupils. Pupils are encouraged and guided by moral principles and Scientific facts to recognise the value of family life.

7. HOMEWORK

Homework should be a reinforcement of the learning experience at school. Tasks set for homework should be manageable, worthwhile and achievable and should need a minimum of parental input. Parents are encouraged to take an interest in the homework tasks of their children. Full details of the homework policy for each form are given in the relevant Parents’ Information Pack.

8. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

The school has a SEN policy for all children.

9. THE ROLE OF THE SUBJECT LEADER/COORDINATOR

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and advise colleagues on issues related to the subject
- monitor pupils’ progress in that subject area
- provide efficient resource management for the subject
- to embed the schools aims to promote British Values and to make sure every child makes good progress according to their ability.

10. MONITORING AND REVIEW

The Headmistress is responsible for the organisation of the curriculum. The Headmistress with support from the Deputy Head monitors planning for the curriculum and ensures that all teaching adheres to planning and that pupils make progress in the subjects taught.

11. CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's teacher. If the issue is not resolved, parents should seek a meeting with the Headmistress. If issues are still left unresolved, parents may follow the school's complaints procedure available on request from the School Office.

REVIEW

This policy will be reviewed every two years.

Reviewed March 2018

Judy Evans

Chair of Governors

Debbie Morrison

Headmistress