



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

Curriculum Policy

Date Reviewed: September 2019
Next Review Date: Autumn 2021
Reviewed by: Head, SLT, Heads of Departments

Introduction

This policy applies to the whole school including Early Years Foundation Stage.

1. 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. Early Years pupils have a program of activities that are appropriate to their educational needs across all areas of learning (particularly in the areas of social, emotional, physical development, 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 listening 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 school's aims and ethos, also incorporating a sense of respect and compassion for those with disabilities.
- Inspire pupils to a commitment to learning for life.
- 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 others.
- Promote the value of democracy, freedom of speech and British Values (democracy; individual liberty; the rule of law; mutual respect; tolerance of those with different faiths and belief).

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 full time supervised pupils with skills and experiences which will prepare them for opportunities, responsibilities and experiences of their future lives.

When considering 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, scientific, spiritual and technological.

- **Balance** – will be shown through time allocation, curricular and extra-curricular activities, including educational visits, residential trips and 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; teaching style and method; adult supporting (including split lessons); resources and 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.

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 **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. 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

4.1 – Early Years Foundation Stage (EYFS)

The EYFS is arranged into Nursery (2-4) and Reception (4 – 5 years); with provision for part-time or 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: communication and language, physical development and personal, social and emotional development and the four specific areas: literacy, mathematics, understanding the world and expressive arts and design.

Provision across the Nursery combines adult directed activities, planned play provision and child initiated play. Opportunities for learning and development are planned both

inside and outside. Staff meet to review the activities and provision and plan the activities and experiences for the following weeks based on the needs and interests of the children. Regular information sheets help to keep parents informed about our provision and provide ideas for activities to do at home.

Children in the Nursery present their Harvest and Christmas performances and Reception join Junior House. In the summer term, Nursery participate in their own Sports Activity morning, and Reception join in with the Junior House Sports Activities. Parents are invited to attend all of these events. Preparation for the House Sports Day and the actual event helps to facilitate a smooth transition from EYFS to KS1.

Outings are arranged to complement the topics being studied and based on these topics, visitors come into the Early Years to talk to the children. Music and PE in Reception are taught by a specialist teacher and all the children have a weekly/fortnightly cooking session.

4.2 – GENERAL WHOLE SCHOOL CURRICULUM SUBJECT POLICIES

The curriculum policies which ensure that curriculum aims are met are outlined below:

- **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 for English and Foreign Languages exist.
- **Mathematical** – This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, to develop their capacity to think logically and to 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 pupil's knowledge and understanding of nature, materials and forces, as well as 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 and technology; developing planning and communicating ideas and evaluating processes and products. ICT, Computing and DT policies ensure that pupils' technology 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 their environment, and how human action, both now and in the past, has influenced events and conditions. See separate policy for Geography and History.
- **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.

- **Aesthetic and Creative** – This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in 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 and Design and Music.
- **Spiritual, Moral, Cultural and Social (SMCS)** – Although not designated as a Key Learn Area, we have an RE policy as well as an SMCS policy, which cover the PSHE programme as well as other aspects of SMCS, such as British Values. Assemblies, extra-curricular activities, clubs, residential trips and multiculturalism also fall within this category. Also see policy on Preventing Extremism and Radicalisation.

4.3 – **Junior House**

Junior House is arranged into two year groups, Form I and Form II, with one mixed ability class in each year.

Form I and Form II follow a programme of Literacy, Numeracy, Science, History, Geography, French, Design Technology, Art, Music, Physical Education, PSHE and Religious Education in line with the National Curriculum guidelines. Children learn basic ICT and computing skills. Literacy is taught through the Read, Write, Inc scheme. Music and PE are taught by specialist teachers to both forms.

Planning takes account of differing levels of achievement and ability, with differentiated activities and approaches. We aim to meet the needs of pupils with SEND and the more able through differentiation and specialist group and individual lessons.

There is a whole school assembly on Monday and Friday. The children take part in a Harvest Thanksgiving and a Nativity Production. 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, where parents are invited to look at their child's work with them.

4.4 – **Senior House**

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

Senior House builds on the solid foundation established in Junior House. Pupils are increasingly taught by subject specialist teachers. For some lessons children are split into smaller groups which at times may be by ability.

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 have attained Grade I 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, Summer production and can perform in a Talent Show at Christmas. There is a Whole School Assembly on Monday and Friday.

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

We aim to meet the needs of pupils with SEND and the more able pupils through differentiation and specialist group and individual lessons.

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

A variety of 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 zone. If any pupil has to take a personal risk of failure or being laughed at (for example: at a speaking competition, talent show, spring concert or drama production) they are applauded in assembly and their achievement is celebrated. Older girls are actively encouraged to support and help younger pupils, especially during in the playground.

5. – **COLLECTIVE WORSHIP**

Assemblies take place twice a week, and include a collective act of worship. Each year group from Rec – FVI prepares and lead at least one whole school assembly each year. 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 (for example, Barnados, British Legion, Rotary or The Royal Marsden.) “Grace” is said at lunch in all departments.

6. **RELATIONSHIP AND SEX EDUCATION (RSE)**

The school provides RSE education through the PSHE and Science Curriculum. There are also specific sessions for all Form V pupils. Pupils are encouraged and guided by moral principles and scientific facts to recognise the value of family life and understand how to form and maintain healthy relationships.

7. **HOMEWORK**

Homework should be a reinforcement of the learning experience at a school. Tasks set for homework should be manageable, worthwhile, 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 the relevant Parents’ Information Pack.

8. **PUPILS WITH SEND**

The school has an SEND 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 resources management for the subject
- To embed the school's aims to promote British Values and to make sure every child makes good progress according to their ability

10. MONITORING AND REVIEW

The Headteacher is responsible for the organisation of the curriculum. The Headteacher, 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 Headteacher. 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 September 2019

Judith Evans

Chair of Governors

Ruth Darvill

Headteacher