



*'ALIS VOLAT PROPRIIS'*

**SEATON HOUSE SCHOOL**

## **Curriculum Policy**

Date Reviewed: November 2021  
Next Review Date: November 2023  
Reviewed by: SLT

## **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 abilities 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 and physical development).
- 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.
- 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 satisfies, and further extends, 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 opportunities, responsibilities and experiences of their future lives. This includes developing positive attitudes to learning and wellbeing.

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 collective act of worship, 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. This can be further broken down into a short term/weekly plan which identifies differentiation, resources, ICT opportunities, vocabulary and assessment opportunities for the lesson.
- Planning is evaluated using the learning objectives for each lesson, and identifies pupils requiring support and extension. This allows teachers to identify misconceptions and areas for further development.

## 4. SUBJECTS OFFERED

### 4.1 – Early Years Foundation Stage (EYFS)

The EYFS is arranged into Nursery (Rising 3-4) and Reception (4 – 5 years); with provision for part-time or full-time attendance in Nursery.

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 Early Years 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. Weekly newsletters and home learning ideas help to keep parents informed about our provision and provide ideas for activities to do at home. During the Reception year activities become more adult led and the focus on maths and literacy increases. Alongside this provision the curriculum is enhanced by a wide variety of extra curricula opportunities, trips and events, this includes weekly cooking and Nature Garden sessions. Music and PE sessions are provided by a specialist teacher in Nursery and Reception. Reception also have a weekly French lesson.

Children in the Nursery and Reception have opportunities to present performances to parents across the year. Pupils also take part in an annual Sports Day.

Parents are given regular feedback regarding their child's attainment and progress, this includes messages via home/school books, termly next steps and meetings. Parents are also encouraged to contribute to their child's Learning Journey record.

Further information regarding the curriculum, teaching and learning can be found in the early Years Policy.

#### 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 to children in FVI. Separate policies for English and French 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. Our Computing policy 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 humans 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, including British Values, and a PSHE policy. Assemblies, extra-curricular activities, clubs, residential trips and multiculturalism also fall within this category.

#### 4.3 – **Junior House**

Junior House is arranged into two year-groups, Form I and Form II, with one 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.

Pupils in Form 2 are prepared for the National Curriculum Key Stage 1 Tests in English and Mathematics.

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.

The children take part in whole school assemblies, drama productions and an annual Sports Day. Parents are offered regular feedback regarding their child’s progress and provided with opportunities to meet teachers to discuss this.

#### 4.4 – **Senior House**

Senior House comprises of Forms III to VI. There is one 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, differentiated groups.

Pupils have regular opportunities to take part in performances/musical events, including concerts, orchestra and productions. The children take part in whole school assemblies, drama productions and an annual Sports Day.

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. Pupils in Senior House will have the opportunity to participate in residential trips.

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. 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. External speakers are invited to assemblies across the year (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 October 2021**

**Judith Evans**

Chair of Governors

**Carl Bates**

Headteacher