

# Curriculum Policy: The Whole School Policy including EYFS

## THE SCHOOL'S ACADEMIC MISSION

### 1 INTRODUCTION

1.1 Hall Grove provides full time supervised education for pupils aged 3 to 13. The curriculum encompasses all the planned activities which are organised in order to promote learning, personal growth and development so that all children achieve their full academic, spiritual, physical and creative potential. It includes not only the explicit requirements of the taught, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

This Policy sets out the school's overall approach to the curriculum, how that approach is implemented across the school and requires detailed schemes of work for each subject to be prepared by year group.

1.2 The curriculum is divided into two areas: Academic Faculties and Co-Curricular. The curriculum leadership of the sections of the school is divided into pairs of year groups:

Early Years (Pre-School and Reception)  
Pre-Prep (Year 1 and 2)  
Lower Juniors (Year 3 and 4)  
Upper Juniors (Year 5 and 6)  
Seniors (Year 7 and 8)

The Deputy Head oversee the Section Leaders who work with the Faculty Leaders to oversee the overall running of the curriculum. Section Leaders meet weekly and oversee the curriculum alongside the faculty/key subject coordinators.

### 2 AIMS

2.1 The aims of Hall Grove's school curriculum are:

- a. To provide a thorough and broad education which engages, excites and challenges our pupils and actively supports the school's core values using an appropriate quantity and variety of good quality resources
- b. To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils, including those with Special Educational Needs
- c. To provide a planned and monitored curriculum which ensures that learning is progressive, that there is continuity and that the children make good progress and acquire skills in speaking and listening, literacy and numeracy
- d. To evaluate pupil performance against the school aims and national norms with an effective system to track pupil progress
- e. To prepare the pupils for their next schools and for adult life
- f. To ensure that the children have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences
- g. To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning

- h. To enable all children to see themselves as successful learners
- i. To enable pupils to be positive citizens and feel comfortable interacting with both their peers and adults
- j. To provide an education which fulfils the requirements of all pupils, giving them the opportunity to learn and make progress, including those with an EHC plan and those with exceptional ability
- k. To provide personal, social, and health education (PSHE) which reflects the school's aims and ethos and encourages respect for other people, particularly in relation to the protected characteristics in the Equality Act 2010
- l. To fulfil the requirements of the Early Years Foundation Stage (EYFS) in Pre-School and Reception. To incorporate the National Curriculum where appropriate, to equip the children with the skills needed to sit a range of entry exams and then Common Entrance/Scholarship in Year 8
- m. To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong
- n. To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- o. To help children be aware of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance
- p. To enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others
- q. To provide effective preparation for pupils for the opportunities, responsibilities and experiences of adult life in British society
- r. To enable pupils to develop their own personal interests
- s. To encourage children to lead a healthy lifestyle and be active
- t. To enable the pupils to ask questions and take risks
- u. To give pupils in Years 7 and 8 impartial guidance regarding future decisions they need to consider, like schools and future career paths which helps encourage them to fulfil their potential
- v. To ensure children have sound ICT skills and understand how to behave and stay safe online

2.2 Further principles that have been applied to the construction of our curriculum are breadth, balance, relevance, differentiation and equal opportunities. The following constitute some of the key elements of knowledge and skills which pupils should possess on leaving Hall Grove:

- a. an ability to communicate effectively both orally and in writing
- b. a confidence to read and interpret texts from a range of genres
- c. numeracy and a sound grasp of the application of mathematics; developing the ability to think logically, recognise patterns and explain their methods
- d. knowledge of the natural sciences and the world environment
- e. development of skills of enquiry, for example forming hypotheses, observing, conducting experiments and recording findings
- f. a thorough grounding in the humanities
- g. a sound grasp of at least one foreign language and culture
- h. competence in the use of computers and other modern technology to enhance learning and as an aid to discerning what information is valuable and worthwhile, and an understanding of how to behave and stay safe online
- i. an appreciation of the cultural heritage of Britain, Europe and the world
- j. the principles of fitness and a concern for personal health

- k. an ability to apply moral principles to personal and social issues, and an appreciation of the responsibilities of citizenship and membership of a community
- l. a range of character attributes, including determination, resilience, integrity, independence and tolerance, which will underpin their future success in education, employment and life in general
- m. an ability to identify problems and to work creatively towards solutions – the ability to think and apply knowledge, evaluate and improve their performance
- n. an ability to work cooperatively with others and recognise the contribution others bring to the learning environment

### **3. GOOD TEACHING PRACTICE AND STAFF DEVELOPMENT**

**3.1** The single most important resource any child can have is their teachers, and teaching is a craft that needs to be constantly honed and improved. At Hall Grove we recognise the need for different individual strategies and teaching styles, although clear aims and learning objectives, pupil activity and participation, a good pace, variety of approaches and effective use of time and resources are pre-requisites for a successful lesson.

The school encourages and expects high standards of teaching and educational practice. Teachers are aware of the professional standards applying to them. INSET days are provided regularly for staff to reflect on and build their skills, ideas and philosophies of teaching. The staff development programme, appraisal and mutual observation systems, opportunities for external training and the induction scheme are all designed to maximise standards and provide teachers with a correspondingly high level of work satisfaction.

**3.2** We regard good teaching practice at Hall Grove as including the following:

- a. the provision of well-planned lessons and effective teaching method
- b. good time management
- c. effective strategies for managing behaviour and encouragement for pupils to act responsibly, using the Discipline, Behaviour, Sanctions and Rewards Policy where appropriate to reward good behaviour and deter poor behaviour
- d. exciting and extending the intellect and interest of every pupil, whatever their strengths and weaknesses; enabling them to acquire new knowledge and make good progress according to their individual ability
- e. building their confidence and self-esteem in all areas
- f. showing a good understanding of how to meet the needs of each child; taking into account the prior attainment and aptitudes of the pupils in the planning of lessons
- g. providing sufficient breadth and depth of information, skills and experiences to provide a firm basis for future educational and career opportunities and choices
- h. providing the experiences and opportunities necessary as a foundation for an enriched, healthy and fulfilled life
- i. having a good knowledge for the subject being taught
- j. demonstrating an effective framework to assess individual pupil achievements regularly and ensuring these assessments are used to inform planning
- k. providing the personal, social and moral knowledge and skills necessary for happiness and for responsible and caring citizenship
- l. making effective use of good quality resources
- m. not undermining the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- n. not discriminating against pupils on the basis of the protected characteristics as set out in the Equality Act 2010

- o. fostering self-motivation, and intellectual, physical and creative effort, in pupils and giving them the opportunity to think and learn independently, and
- p. encouraging open discussion of issues arising from the curriculum or everyday life.

### **3.3 Assessment**

Baseline assessments are carried out in the EYFS.

GL Progress tests are taken annually from Reception upwards to allow progress to be monitored. Children in Year 4 and above sit CAT tests at the beginning of each academic year.

Regular assessments are made of pupils' performance and progress and are used to inform planning. The Section Leaders work alongside form/subject tutors to track each child and review any pupils of concern.

Record keeping, reporting and assessment procedures are defined in the Faculty Handbooks.

### **3.4 Curriculum Development**

Monitoring and evaluation is carried out through regular reviews of samples of work by Section Leaders in liaison with Faculty Coordinators. The Headmaster/Deputy Head are responsible for ensuring that all staff are meeting expectations. All policies and schemes of work are reviewed at least annually and may be viewed by parents.

## **4. IMPLEMENTATION**

### **4.1 Early Years & Pre-Prep**

In the Pre-Prep (including EYFS) teaching and learning is delivered in a cross-curricular way. Form teachers deliver most areas of the curriculum and are supported by teaching assistants. Specialist teachers take all year groups for PE, Games, French, Dance & Drama and Music.

**The Pre-School and Reception** classes adhere to the Statutory Framework for the EYFS (April 2019) and the DfE Curriculum Guidance for the Early Years Foundation Stage (Sept 2012), with funding received from Surrey County Council.

Hall Grove fully supports the principle of learning through play and engaging in well-planned structured activities. The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing the seven areas of learning:- Personal And Social Development, Communication and Language, Physical development, Literacy, Maths, Understanding of the World and Expressive Arts and Design. PE lessons are included in the timetable in both Pre-School and Reception. The EYFS classes enjoy exploring their learning through shared themes, which are shaped around the interests and needs of the children. Further details are given in the Early Years Policy. None of these areas of learning can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities.

In each area there are Early Learning Goals that define the expectations for most children to have reached by the end of the EYFS. Overviews for intended learning objectives are prepared each term. Daily and weekly planning takes into account the ideas and interests of the children. Baseline assessments are carried out initially and GL Progress tests are undertaken in Reception which are used to inform planning.

Children in Pre-School, who are below compulsory school age, follow a programme of activities suited to their age and stage of development in relation to their personal, social and emotional needs, physical development and communication and language skills.

**Year 1 and Year 2** use National Curriculum guidance to shape their curriculum planning. The subjects of English, Maths, Science, History/Geography, R.E, P.S.H.E, Art, DT and Computing are covered each week following a shared theme which lasts for a number of weeks. A focus towards Literacy and Maths is made in the mornings. Each topic has a scheme of work providing the intended learning for each subject area. Form teachers deliver most areas of the curriculum and are supported by teaching assistants. Specialist teachers liaise with the classes over their topic to expand the cross curricular approach to all areas of the children's learning. Teaching Assistants in Year 1 and 2 lead cookery sessions in the Food Technology cabin each week. Dance, Drama, Games, PE French and Music lessons are included in the timetable in both Year 1 and 2.

Children are heard to read multiple times a week throughout Pre-Prep. This is achieved through individual reading time and planned guided group reads.

Phonics is the only curriculum area in Pre-Prep where children are grouped and taught according to ability. It is taught from Pre-School to Year 2 and follows guidance from the Letters and Sounds documentation. In Pre-School, Reception and Year 1 phonics groupings evolve according to reading and recognition ability. From Year 2 the groups are divided according to the child's spelling.

Ensuring children experience a range of individual activity, paired work, small group work and whole class activity forms the basis for their learning. Those children needing additional support or extension are carefully tracked by class teachers to enable them to progress at their own individual rate. The school SENCo is involved for additional intervention where concerns over the rate of progress are made. Planning takes into account the aptitudes, needs and stage of development of the children. GL Progress assessments are used at regular intervals to allow progress to be monitored and to inform planning.

#### **4.2 Lower Juniors –Years 3 and 4**

Years 3 and 4 are placed in mixed ability forms.

Year 3 is a natural opportunity for us to create new form groups as the school expands from two form entry to three. Year 3 pupils are kept within their mixed ability forms for Maths and English, until an appropriate amount of time has been given to allow the children to settle in. Staff will then review assessment data and general ability before deciding upon 'fluid' setting for Maths and English. Often the children will be 'reshuffled' into new form groups as they move up to Year 4, this is to help the children develop new friendships across the year group. In Year 4 pupils are set for Maths from the start of the school year.

Form teachers in Years 3 and 4 cover the core subjects, SMSC/PSHE and the Humanities, whilst specialist staff teach French, Music, Drama, Art, DT and Games. Both years place importance on building independence, whilst encouraging a healthy Growth Mindset. Games and PE lessons taught by specialist teachers are included in the timetable. Children are given opportunities to represent the school in competitive matches against other schools.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are between 30 minutes to an hour in length and where possible cross-curricular opportunities are planned in all areas. Spiritual, Moral, Social and Cultural education is embedded into all lessons or co-curriculum where appropriate and may also be delivered in form times or through

assemblies. The Lower Juniors will also do a weekly meditation during Wednesday's assembly slot.

GL Progress assessments are used at regular intervals to allow progress to be monitored and to inform planning. From Year 4 children sit CAT assessments each September.

### **4.3 Upper Juniors –Year 5 and 6**

In Upper Juniors teaching is delivered by both form teachers and subject specialists in many subject areas. In each subject, schemes of work are developed for each year group, taking account of the aptitudes, needs and prior attainment of the children, with the aim of enabling them to make good progress by acquiring new knowledge and better understanding of the subject.

In Year 5, children are streamed by ability in Maths. All other subjects are taught as mixed ability in form classes. In Year 6, children are streamed by ability in Maths, French and Latin. There is flexibility to amend setting arrangements year-on-year; for example, we currently have a top set and three mixed ability groups in English. Other subjects, including Science, Humanities, PSHE, Music, Drama, Games, PE, PSHE, Computing, Environmental Science, Art and DT, are all taught as mixed ability in form classes. Games and PE lessons taught by specialist teachers are included in the timetable. Children are given opportunities to represent the school in competitive matches against other schools. In Year 5, there are additional timetabled sessions for Spoken English, Current Affairs, Guided Reading, Reading and Handwriting, which are again all taught as mixed ability in form classes. In Year 6, there are additional timetabled sessions for Pre, Guided Reading, Reading and Latin, taught as mixed ability in form classes.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, and take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are between 30 minutes to 1 hour in duration and the curriculum plan in Year 5 has included a lesson for Spoken English and Handwriting. Both year groups have a Current Affairs and Reading lesson which we think is pivotal for their cross-curricular learning and aids with challenges outside the classroom. Many of our children sit Pre-tests for senior schools while in Year 6 and although the skills required for success are taught, our schemes of work are not specifically designed with this in mind.

A variety of assessments are used at regular intervals to allow progress to be monitored and to inform planning. Children sit CAT assessments each September and take school exams in the Autumn and Summer terms. GL Progress assessments are undertaken in the Summer term.

### **4.4 Seniors –Year 7 and 8**

In Year 7, children are streamed by ability in English, Maths, French, History, TPR, Computing, Latin and Greek (an optional subject for those in set 3 for Latin). Geography, Science, and PSHE/SMSC are taught as mixed ability. Core subjects are given as much curriculum time as possible in the mornings.

Children in Year 8 are set by ability in all academic subjects.

In Year 7, children have dedicated Drama and Music lessons. A carousel is in place for the Visual Arts. Children in Year 8 retain the Visual Arts Carousel, but in addition have a Performing Arts rotation to expose them to a variety of Curriculum areas, with children given more choice as they approach the second half of Year 8.

Lesson structures vary according to the age and ability of the children, the nature of the topic, the time available, etc. Curriculum Notes are available for parents at the start of each academic year including this information.

Each subject has a scheme of work which is a practical working document, providing information on what each class group will cover in a year, taking account of the aptitudes, needs and prior attainment of the children. The aim is to enable them to make good progress by acquiring new knowledge and better understanding of the subject. In Years 7 and 8, Common Entrance and Scholarship syllabi form the basis of the schemes of work. Contact with form staff is inevitably less in the top two years, but there is some contact daily, and in many cases class teachers deliver their specialist subject to the children in their class.

Both year groups have timetabled PE, Games, French, Dance & Drama and Music which are taught by specialist teachers. Children are given opportunities to represent the school in competitive matches against other schools. Children have allocated time on their timetable for the completion of extended projects. Based on EPQs, the subject is designed and taught in such a way as to encourage children to produce an extended piece of work in a variety of formats on topics that they find catch their interest.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are between 30 minutes to an hour in length and where possible cross-curricular opportunities are explored in all areas. Spiritual, Moral, Social and Cultural education is embedded into all lessons or co-curriculum where appropriate and may also be delivered in form times or through assemblies.

GL Progress assessments are used at regular intervals to allow progress to be monitored and to inform planning. Children sit CAT assessments each September. At the end of Year 8, the children will sit Common Entrance. Some children will sit Scholarship exams for their Senior Schools in the latter part of Year 8.

#### **4.5 PSHE and Core British Values**

As set out in the school's PSHE, SMSC and Supporting British Values at Hall Grove documents, the aims and values are actively promoted within the day-to-day running of the school. Teachers are encouraged to grasp opportunities within their subjects to reinforce the PSHE programme which must not undermine the fundamental British values or discriminate.

#### **4.6 Guidance for Further Education and Careers**

Our guidance helps to encourage pupils to fulfil their potential and enable them to 'know themselves' and how their strengths, weaknesses and interests relate to future careers, the world of work and make informed future educational decisions. Pupils gain impartial information about training, education and occupations beyond school through a wide range of external speakers. They take part in study skills sessions where revision techniques and answering of questions in exams are explored. A Visual Arts and Performing Arts carousel has been introduced to give pupils some ownership over their learning and a degree of choice.

#### **4.7 Outdoors**

Outdoor Education is an integral part of the curriculum at Hall Grove. A working party has been established to coordinate and promote Outdoor Learning from Pre-School to Year 8. This is outlined in the Outdoor Pursuits faculty handbook.

#### **4.8 Homework and Reading**

Homework and Reading are set from Reception to Year 8. Further details can be found in the Section Handbooks.

#### **4.9 Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Wherever possible we try to meet the needs of each child within the timetabled curriculum. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs and an IEP is put together. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

If a child displays signs of having special needs, his/her teacher makes an assessment of this need alongside the SEN Co-ordinator. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we involve the appropriate external agencies and will consider an EHCP if appropriate. The SEN Co-ordinator liaises with parents accordingly.

#### **4.10 English as an Additional Language**

The curriculum at Hall Grove is delivered in English. Children speaking English as an additional language receive support within the classroom through the tasks set. They may also have additional support in the learning of their English both at home and at school.

### **5. EQUAL OPPORTUNITIES**

The school gives each child the same opportunities regardless of the protected characteristics such as religion, race, ethnic origin, sex, marital or parental status, sexual orientation, disability, age or political belief. Where pupils do not study the same subjects, it is because we do not feel it is in the best interests of that child.

### **6. EXTRA-CURRICULAR ACTIVITIES**

The curriculum is supported by a wide range of extra-curricular activities, trips and outings and an extensive club programme. The club programme supports primarily outdoor pursuits, visual arts and performing arts. Children from Reception upwards are given the opportunity to join these clubs.



## **7. PARENTAL INVOLVEMENT**

### **7.1 Parent Briefings**

At the start of each academic year each parent is invited to a briefing tailored to their child's year group. Curriculum Notes are posted on the school website to accompany these meetings. Parents are able to find out more about what their child is to expect in the year ahead, meet relevant staff and liaise with other parents.

### **7.2 Parent Workshops**

At different points during the year workshops are run to keep parents up to date with the school's teaching methods and expectations in different curriculum areas.

### **7.3 Parent Interviews/Reports**

Parents are invited to attend parent interviews at certain points of the school year. Depending on the year group, the interviews may be with the pupil's form teacher or, in Upper Juniors and Seniors, with subject teachers, form teacher and study tutor (in Seniors). This is an opportunity to hear feedback about the child's progress and for the parents to ask questions.

Parents may also, if they wish, request a meeting with their child's form teacher to discuss anything that arises between formal parent interviews. Staff will do their best to accommodate such a request within a reasonable time, taking account of their teaching and other commitments.

A detailed annual report on their child's progress and attainment is sent to all parents following the end of the summer term each year. In addition, grade sheets are sent to parents at specified intervals as set out in each year group's Curriculum Notes.

This policy and the curriculum offered at Hall Grove is continually reviewed.

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