



Aldwickbury School Curriculum Policy

The curriculum at Aldwickbury is broad, balanced and relevant, equipping pupils with the skills to succeed in their future schools, future careers and adult lives. Effective teaching and learning focuses on high academic standards, high expectations and high quality staff.

The Curriculum Policy should be implemented in conjunction with the policies on inclusion, the further development of able pupils, learning support, target setting, preps, assessment, recording and reporting and the policy for continuing professional development.

Curriculum Offer

The Pre-Prep Department (Reception to Year 2)

In Reception Year, the Early Years Foundation Stage Framework is followed and the six areas of learning covered. These are delivered through a balance of adult-led activities and child-initiated learning.

In all years, great emphasis is placed on the pupils being competent and confident in English language, mathematics and science. Pupils develop the ability to read for both information and pleasure and to convey meaning accurately in oral and written work. Basic arithmetical concepts are expanded through practical activities leading eventually to abstract problem solving. Mental arithmetic, extra computational practice and class topics all extend the maths curriculum.

Throughout the department, the science curriculum develops in the pupils an understanding of the natural and physical environment by teaching them the processes of observation, experimentation and recording of results.

Wider educational opportunities are provided in French, humanities, art, music, ICT and DT lessons.

There is a varied PE programme which offers gym, games and music & movement lessons as well as weekly swimming sessions in the school pool.

The Junior Department (Years 3 - 4)

Following on closely from the Pre-prep department, a large emphasis is placed upon developing pupils' English language, mathematical and scientific skills. Pupils develop their ability to read a wide variety of texts as well as convey meaning and understanding through extended written and oral tasks.

Mathematical skills are extended through theoretical and practical lessons with an emphasis being placed on developing skills which the pupils can use in every-day situations.

Throughout the science curriculum, pupils are encouraged to be inquisitive and ask questions about the world around them. Lessons enable pupils to widen their understanding of fair testing, investigations as well as the recording of results.

The humanities are taught as discrete subjects in the Junior Department as more specialist teaching is introduced. Pupils have specialist teachers for art, ICT, French and geography. In addition, a carousel of activities on Fridays offers pupils the opportunity to involve themselves in extra drama, music, art and DT sessions. There is also a comprehensive programme of PSHE in place which is covered in weekly lessons.

A varied programme of games is offered to all pupils every day, which includes football, rugby, cricket, gym, swimming and tennis.

Years 5 and 6

As well as English, maths and science, pupils in Years 5 and 6 follow a full humanities programme (history, geography and religious studies) and French. The curriculum is further supplemented by music, art, drama, ICT and DT. Latin is taught to Year 6 and PSHE, for both year groups, is delivered through a weekly tutorial and across the curriculum. A range of activities such as chess, badminton, croquet, Warhammer and Chinese is also offered.

A daily programme of physical education and games is followed by all pupils. A full range of sports including football, rugby, cross-country, swimming, hockey, cricket, athletics and gym is offered.

Years 7 and 8

Pupils in Years 7 and 8 follow a curriculum designed to achieve success in Common Entrance and Public School Scholarships and Entrance Examinations. Common Entrance subjects offered include English, maths, science, history, geography, religious studies, French and Latin. Spanish is also taught in Years 7 and 8 leading to either Common Entrance or the ISEB proficiency certificate. Curriculum balance is ensured by the teaching of art, music, DT, ICT and PSHE, delivered in tutorial periods as well as across the curriculum. As in Years 5 and 6 a full programme of daily physical education and activities is offered.

Prep and Homework

Homework at the Pre-Prep usually takes the form of reading practice with occasional consolidation work as agreed and discussed between class teacher and parent.

Homework in Years 3 and 4 and prep in Years 5 to 8 are set in line with the school's homework and prep policies.

Extra-curricular

In the Pre-Prep, Year 2 pupils enjoy choir and drama club. As well as class music lessons, pupils are invited from Year 1 onwards to have individual piano, violin and clarinet lessons. All pupils attend drama and puzzle workshops as well as visits to the school from agencies relevant to the curriculum such as guide and hearing dogs, fire service and police community liaison officer.

In the Junior Department, there is a comprehensive extra-curricular programme which enables pupils to participate in clubs such as chess, nature, art, 'Super Stacking', and the department newspaper, 'Owlets'.

For Years 5 to 8 there is a range of clubs including skiing, indoor cricket nets, swimming, basketball, chess, science and talks. There are also instrumental ensembles, choirs, art and DT clubs.

Trips and Outings

Trips and outings form an important part of the curriculum. They are used to complement areas of learning and include museums, art galleries and theatres. Residential trips are made annually by Years 7 (to France) and 8 (geography field trip). Post Common Entrance, there is an Activities week which includes trips for all Years 5 to 8 and events such as a Pirate Day for Year 5 and leadership training for Year 7. The Pre-prep and Junior Departments organise outings and events for Reception to Year 4.

Learning Support

The Head of Learning Support coordinates the provision for all pupils with learning difficulties, pupils with statements and pupils for whom English is not their first language. She teaches small groups of pupils for a variety of tasks such as spelling and study skills as well as some pupils on a one to one basis.

Gifted and Talented

At Aldwickbury we recognise that high achieving pupils in one or more academic subjects benefit from an effective and planned differentiation programme and enrichment activities. Those pupils who have a particular skill and ability in discrete areas such as art, music, drama, DT, ICT, or sport are identified by their subject teachers and have their programme carefully monitored. Our gifted and talented pupils contribute to our considerable and ongoing success in sport, drama, art, music, maths challenges, and general knowledge competitions.

Curriculum Delivery

Roles and responsibilities

The Headmaster will ensure that:

- The range of subjects taught provides a broad and balanced curriculum which gives pupils experience in all areas of learning.
- The curriculum is enhanced by trips, outings and extra-curricular activities.
- Staff are qualified and experienced with good subject knowledge and understanding of the needs of the pupils to provide subject matter appropriate for all ages and aptitudes, including those with statements or where English is not the first language.
- All teaching and learning reflects the philosophy and aims of the school, paying due regard to the personal, spiritual, moral, social and cultural development of its pupils.
- Pupils are grouped, set or streamed to provide maximum opportunity for them to learn and to make the best possible progress.
- Pupils are given adequate preparation for the next stage of their education, future careers and adult life.
- The amount of time provided for teaching the curriculum is adequate and reviewed annually.
- The procedures for assessment and reporting to parents are adequate.
- The governing body is kept informed on matters relating to the curriculum.

The Deputy Head (Academic) will oversee the day to day operation of this policy by ensuring that:

- Staff uphold and promote the Aldwickbury values which underpin curricular teaching and all extra-curricular activities, including occasions such as lunch, thus developing pupils' personal, spiritual, moral and social awareness.
- All teaching is effectively planned. Staff collaborate to identify clear learning objectives and how these will be achieved. They follow a long-term scheme of work to ensure continuity and progression.
- There are high expectations of all pupils. Work is challenging and differentiated to effectively extend all pupils' knowledge and understanding, whatever their ability. This includes pupils with special educational needs, the gifted and talented and those for whom English is not their first language.
- Staff provide opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy.
- Staff use assessment data and target setting to meet individual needs and improve performances.
- Staff use a wide range of teaching strategies, with clear explanations and effective questioning, to engage and motivate pupils and provide them with a variety of learning situations.

- Staff help pupils to develop independent learning skills and how to access resources vital to lifelong learning.
- Staff provide a learning environment that is physically attractive, interesting and stimulating, that is orderly and disciplined, safe, fair and supportive where pupils are encouraged to improve, try new things and learn from their mistakes.
- Pupils' work is marked regularly in line with the school's marking policy and careful assessments in line with the school's assessment policy inform planning and provide positive feedback to pupils.
- Homework and preps are planned to reinforce what has been taught and to take the scheme of work forward.
- ICT is used as a discrete subject, as a key resource underpinning the whole curriculum and as a management and administrative tool.
- Opportunities to develop cross-curricular skills of literacy, numeracy and ICT are planned.
- Opportunities are provided for staff to continue their professional development and update their teaching skills as appropriate.

Heads of Departments will ensure that:

- Departmental policy documents and schemes of work are regularly reviewed and updated and reflect continuity from Reception to Year 8 where appropriate.
- Lessons are planned and differentiated and methods for marking, assessing, recording and reporting are in line with whole school policies.
- The department is well resourced to deliver the curriculum.
- Appropriate targets are set and progress and attainment are monitored and evaluated.

All teachers are responsible for implementing this policy.

Monitoring and Evaluation

Curriculum Review

The Headmaster and the Deputy Head (Academic) review curriculum provision annually to ensure appropriate breadth and balance.

Lesson observations

- There is a framework of lesson observation linked to the school's Action Plan and Career Development process.
- There is a framework of peer observation across the whole school, R to 8, to share good practice.
- All new members of staff are observed during their first term.
- NQTs are observed at least once every half term.
- Parental or any other concerns can lead to observation of individual staff.

Work scrutiny

- Heads of Departments undertake work sampling in their subject areas at least once per term.
- The Deputy Head (Academic) scrutinises work samples at least once per term according to curriculum areas identified by the Independent Schools Inspectorate.
- The Headmaster and SMT scrutinise work samples at least once per year.
- Parental or any other concerns lead to scrutiny of books of individual pupils, staff or departments as appropriate.

Teachers' Planning

- Both Heads of Departments and the Deputy Head (Academic) monitor and evaluate teachers' plans and assessments on a regular basis through discussion, in assessment and tracking meetings, via lesson observations and work scrutinies.

Deputy Head (Academic)

19th July 2006

Implemented

September 2006

Reviewed

July 2007
October 2008
December 2009