



Walhampton

## **CURRICULUM POLICY**

Drafted by:	Director of Studies	Approved by:	Education Cttee
Approval date:	May 2014	Next review date:	May 2015
ISI Policy Nos.:	A3 / N9		

### **1. Preamble**

At Walhampton, we provide a supportive and caring environment for learning, based on Christian values and good teaching, designed to help all pupils achieve their potential. High academic standards, together with thorough preparation for future education are underpinned by an ethos of concern for others, unselfish attitudes and an awareness of the rights and duties of a good citizen. A broad and varied curriculum is aimed at nurturing self confidence in all our pupils and help in the development of their personality, engendering lifelong interests and stimulating a desire to serve the community. The school's curriculum aims to offer a broad and balanced education reflecting the needs of pupils of all abilities and across the full age range (up to 13 years of age), giving them the opportunity to take responsibility for their learning and therefore progress.

### **2. Aims:**

- a. To contribute effectively to pupils' intellectual, physical and personal attainment and development.
- b. To be appropriate for the age, ability, gender and ethnic background of all pupils.
- c. To prepare the pupils for the next stage in their education.
- d. To provide a suitable and effective learning environment for those pupils requiring special provision, including very able pupils and those with any form of learning difficulty.
- e. To provide an equality of opportunity for all pupils to learn and progress.
- f. To provide access to a wide range of extra curricular activities for the purpose of enrichment.
- g. To foster an environment where each pupil becomes independent and takes responsibility for their learning.

### **3. Breadth of the Curriculum**

The curriculum offered aims to provide a wide range of opportunity in order to promote effective learning and personal growth. Schemes of work are in place for all subject areas and year groups. The school's curriculum aims to provide all pupils of compulsory school age with an experience in the following areas:

- a. Linguistic
- b. Mathematical
- c. Scientific
- d. Technological
- e. Human and social
- f. Physical
- g. Aesthetic and creative

### **4. Linguistic**

We aim to develop the ability of pupils to communicate effectively, so increasing their command of language through listening, speaking, reading and writing. These aims apply essentially to the teaching of English. However, they also apply to the teaching of other languages such as French (taught as a timetabled lesson from Year 2) and Latin (taught from Year 5). An introduction to German is provided in French lessons for Year 8 scholars who have finished their examinations.

Pupils who struggle with French or Latin may, with agreement of staff and parents, give up a subject to focus on improving their English skills.

### **5. Mathematical**

As a core subject Mathematics is taught throughout the school. We aim to develop a knowledge and understanding of mathematical principles by using a variety of teaching methods including practical activities, exploration and discussion. It is our aim to foster an enjoyment of Maths.

### **6. Scientific**

Science is also a core subject throughout the school, and the curriculum aims to increase pupils' knowledge and understanding of nature, materials and forces. It aims also to develop those skills associated with science as a process of enquiry through observation, forming hypotheses, conducting experiments and recording findings.

Science is taught as one subject up to the end of Year 5 and is then split into Biology, Chemistry and Physics.

## **7. Technological**

Pupils are taught in timetabled lessons how to use information and communication technology (ICT) from Reception up to the end of Year 8, and these skills are refined through practice across a wide range of subjects. Children are instructed in the tools and techniques which allow them to develop skills to enable them to be successful in the future. The children have access to ICT in activities and freetime to enhance their learning.

Woodwork is taught as a timetabled lesson from Year 3 to Year 6 and on a Carousel for years 7 & 8 and all children may enjoy the subject in activities. The subject gives pupils the opportunity to work with tools, equipment, materials and components to produce products that help to enhance their dexterity.

## **8. Human and Social**

Through the teaching principally of Geography, History and Religious Studies, Walhampton pupils focus on people and their environment, and look at how human action has influenced, and can influence, events and conditions. These subjects are taught throughout the school. They are taught as separate subject from Year 1 right up to Year 8. Below this age, the subjects may be combined.

## **9. Physical**

The aim is to develop pupils' physical abilities in a safe and supportive environment. The Physical Education curriculum involves a range of individual, team and competitive activities that caters for individual pupils' needs and abilities. Physical skills are developed, and a love of sport is enthusiastically fostered.

Competitive matches against other schools in football, rugby, hockey, netball, swimming, athletics, and cricket are a feature of life at the school. All pupils are able to participate in matches against other schools at their appropriate level.

In the Pre Prep, from Reception to Year 2, children have 90 minutes of Physical Education and Games, whilst Years 3 to 7 have one hour of PE each week. Year 4 to 8 have five afternoon games sessions (each 1 hour in length) each week. Year 3 may join these sessions if they wish. There are other sports which take place in activities such as tennis, table tennis and basketball.

In the Pre Prep, pupils from Reception up to Year 2 may take part in after school dance sessions and in the Prep school children may opt to do dance as an extra activity.

The school offers riding from Reception up to Year 8 and sailing from Year 6 to 8 in its own grounds.

Expeditions week, which takes place each year at the end of the summer term for Years 3 to 8, may have a physical element to a greater or lesser extent. As the children get older from Year 5, they will be involved in activities of an outward bound nature which will provide exciting and testing experiences which will allow the children to enhance their physical control and co-ordination.

## **10. Aesthetic and Creative**

All subjects taught at Walhampton can contribute to the aesthetic and creative talents within the individual. However, through the teaching of Art, Pottery, Woodwork, Drama, Music and English Literature, pupils enjoy particularly enriching aesthetic and creative opportunities.

Art is taught throughout the school and the children are able to exhibit their work in the Art Room and in a display area outside. Art may be undertaken during activities and free time in the main school. Pottery is offered in some Art lessons and during activities.

Drama is taught as a separate subject from Year 3 up to the end of Year 5 as well as being an important component of the English curriculum in both the Prep and Pre Prep schools. The Head of Drama takes activities in Speech and Drama from Year 1 up to Year 8 which can lead to the LAMDA examinations. There is an opportunity for all children in the school to be part of a production during the year.

Music is an important element and is taught as a separate lesson throughout the school. Children may be part of many music groups including the school orchestra, steel band, girls' and boys' 'pop' groups, recorder groups, Chapel and Junior Choirs. They are able to perform as individuals or groups at lunch time informal concerts and in the more formal concerts for parents and pupils which are held termly, as well as the school Carol Service and Founders' Day.

Children may be involved in performing in assemblies throughout the school, particularly in the Junior Chapel Service for Years 1 to 4, and older children may read or perform in the chapel services on Monday and Friday.

## **11. Personal Development**

The curriculum contributes to the pupils' personal development. Most subjects offer opportunities to explore issues that affect the personal growth and development of pupils. Of prime importance is the personal contact between pupils and form teachers/tutor (up to Year 5) and tutors (Years 6 to 8). Tutors will register their tutees twice a day and a specified tutor/ independent thinking time takes place once a week while the tutor will supervise his tutees doing their prep, so can monitor their work and discuss issues if and when they arise. The form teacher will meet their form at least twice a day at registration as well as taking the form for preps.

Expeditions Week introduces children from Year 4 to being away from home, initially in the school grounds, but going further afield to locations in Wales and the school's own accommodation in Scotland. Through this, children's self confidence and social skills are developed.

A programme of PSHE is delivered to whole year groups by specialist staff from Reception through to Year 8 (See PSHE scheme of work) and has been devised with the school aims and ethos in mind. This subject is seen as vital, and is designed to tackle those important issues which begin to confront pupils reaching their teenage years, such as drugs, alcohol, friendships and sex. Lessons aimed at a lower age will often target issues such as friendships, personal health and getting on with each other. Lessons will also target issues as the need arises.

Study skills are taught within each subject and are seen as paramount in a child's personal development. Revision and exam skills are taught to Year 8 in a weekly session to help children prepare for their examinations. It allows children to take responsibility for their learning.

Assignments are undertaken in Years 6, 7 and 8. These are subject-based and last for two weeks. The children are allowed to be as imaginative as they like in the production of the work, having been given guidelines and advice. They may produce a model, play, game, wall display; it may be written by hand or on the computer, researched from the web, libraries or family, museum visit etc. Parents may be involved in directing the child, but the finished product must be completed solely by the child. The assignments help children to improve their skills so they can become more successful independent learners; it also allows children who do not find the more formal presentation of written work easy, so may choose another medium to present their assignment.

## **12. Size of the teaching groups**

The curriculum is organised so that teaching groups are small in number. In the Prep and Pre Prep, the maximum class size is 20 pupils, though the average size of each teaching group is more likely to be 15. The higher ability teaching groups have larger numbers of pupils in them, while the lower ability classes have the smaller numbers to ensure closer and more individual support. Some year groups may have three sets for two forms in Maths and English, to allow greater contact between teacher and child, which results in the latter gaining more help.

## **13. Setting and Streaming**

Setting takes place in Mathematics and English throughout the Prep school so that pupils of differing abilities can receive the appropriate levels of teaching. Year groups

are streamed on ability from Year 6, so that lessons can be tailored to the individual child's ability as well as allowing for the successful delivery of the Common Entrance curriculum. Lower sets and streams, as well as being small groups, also benefit from members of the LSU Department joining classes to aid those who have learning difficulties.

#### **14. Teaching week**

The teaching week is designed around a single teaching week cycle of the following hours:-

Pre Prep: 5 days, 4 hours 30 minutes of supervised teaching time per day

Prep School: 5 days, 6 hours of supervised teaching or prep time per day (including games)

#### **15. Progression and continuity**

The teaching at Walhampton is aimed at preparing children for passing the examination required for progression to their next school, as well as giving them the opportunities, responsibilities and experiences that will give them the skills and knowledge for their future life. Up to 11 there is greater emphasis on Mathematics, English and Science, but Common Entrance at 13 requires knowledge and understanding of a broader range of subjects including French, Latin, Geography, History and RS. Scholarships at both ages reflect the same subjects, but obviously in much greater detail.

Whilst Walhampton does not follow the requirements of the National Curriculum, each subject area does broadly follow national curriculum guidelines in order to provide progression through the key stages. Staff regularly assess their lessons, which affects what they teach in the future.

In addition, and to allow for efficient progression up to Year 4 children are mainly taught the majority of subjects by their form teacher, but from Year 5, more specialist teachers supply the curriculum. Heads of Department in the Prep school liaise closely with all teachers who teach their subject to ensure continuity through the different stages.

#### **16. Special Needs**

In terms of content and organisation the curriculum takes account of the needs of those pupils requiring special provision. Please refer to Special Needs Policy.

## **17. Gifted and Talented**

The curriculum takes account of the needs of those pupils considered 'gifted and talented', ensuring that they develop their knowledge, skills and understanding in order to reach their potential. Meeting of the school's 'Gateway' group provide experiences that will enhance the learning of those who have been recognised as gifted and/or talented. Please refer to 'Gifted and Talented' policy.