

# HIGHCLARE SCHOOL

## CURRICULUM POLICY (whole school)

*This Policy is currently being reviewed.*

Highclare aims to provide high quality teaching and this is underpinned by a broad balanced curriculum throughout the school, allowing pupils to achieve intellectual breadth and depth, we aim to challenge pupils so that each pupil takes pride in his / her work and attains the highest levels of which she / he is capable. Pupils are encouraged to have high expectations of themselves and to learn to work in co-operation with one another. This contributes to each pupil achieving her or her full potential and developing values of self-respect and self-discipline, alongside tolerance and respect for others.

*This is consistent with the school aims*

- *To provide high quality teaching and to encourage independent learning and individual excellence in a secure and happy environment.*
- *To motivate each learner to achieve his/her full potential.*

The general aims of the curriculum are:

- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others.
- To generate a passion for knowledge and learning
- To stimulate pupils to think for themselves
- To help each pupil achieve the best possible exam results
- To enable pupils to develop self-reliance, self-esteem and self-confidence to enable pupils to use leisure time enjoyably and profitably
- To give an informed perspective about the role of the individual in the community and in wider society
- To promote health and fitness
- To prepare for the future in an increasingly technology dependent world

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme which includes co-curricular (enrichment) and extra-curricular activities and all the features contributing to the school's ethos.

All pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

**Breadth** Bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).

|                              |   |
|------------------------------|---|
| <b>Balance</b>               | Ensuring that pupils have an opportunity to study subjects representative of all disciplines.   |
| <b>Coherence</b>             | Planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to the overall progress and achievement.  |
| <b>Relevance</b>             | Taking into account the previous learning of pupils and their readiness for new experience.   |
| <b>Differentiation</b>       | Matching teaching, assessment and tasks to pupils'.   |
| <b>Progression</b>           | Providing continuity within the curriculum from Year 3 to Year 13   |
| <b>Teaching and Learning</b> | Teachers have high expectations of their pupils and use a range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building. |

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

Teachers seek constantly to maintain and improve good standards and to assess expectations and achievements.

Highclare provides Religious Education up to KS4 and Sex Education where appropriate. Personal, Social and Health Education and Citizenship is provided throughout all Key Stages.

There should be awareness amongst pupils and staff of the potential for IT in the school with use of IT across the curriculum. Pupils should be enabled to retrieve and use information in both electronic and traditional forms, relevant to their age.

Highclare follows the general guidelines of the National Curriculum but does not adhere strictly to the details.

The broad policies of each Key Stage of the school are outlined below. The details of these policies can be found in the long term planning and scheme of work in the individual Key Stages of the school. *See also the attached Curriculum Tables.*

## **EYFS**

Practitioners within the Early Years Foundation Stage recognise that Early Childhood is a time of vital importance in children's development, when children develop rapidly physically, intellectually, emotionally and socially. Practitioners also recognise that children develop and learn in different ways and at different rates.

Practitioners are committed to providing a high quality practice thereby, ensuring the children are provided with a high quality early years experience which will improve their outcomes. Through this approach it is aimed to ensure that children will meet the over arching aim of the Early Years Foundation Stage: achieving the Five Every Child Matters Outcomes.

Practitioners observe children, and note their skills and interests. This enables practitioners to plan and provide experiences which meet children's individual needs and which are appropriate to each child's stage of development. This ensures all children make progress towards the Early Learning Goals.

Practitioners recognise that play underpins the delivery of the Early Years Foundation Stage and that play underpins all learning and development for children. We aim to provide a balance of adult-led and freely chosen or child initiated activities delivered through both indoor and outdoor play

In Kindergarten we aim to provide a balance of 20/80 adult-led / freely chosen or child initiated.  
In Transition we aim to provide a balance of 30/70 adult-led / freely chosen or child initiated.  
In Reception we aim to provide a balance of 50/50 adult-led / freely chosen or child initiated.

## **KS1**

The core and foundation subjects are taught separately and the children have access to all aspects of the curriculum.

The organisation of sessions provides a balance of whole class, group and individual activities. The children are taught in mixed ability classes with differentiated work appropriate to their needs.

## **KS2**

In KS2 opportunities are offered to meet the different ways that children learn. Teaching will be targeted to whole classes or groups or individuals. Classes are of mixed ability with differentiated work, as appropriate. Where there is more than one class in a year group, Maths is taught in ability sets.

In KS2 the core and foundation subjects are taught separately. In addition French and Reasoning are taught.

J5 and J6 Verbal/Non-Verbal Reasoning are also offered as an additional lesson after school. A range of extra-curricular activities enriches the experience of the children.

## **KS3**

All pupils enjoy the full curriculum range. All subjects except German, are taught throughout KS3. German is introduced to all pupils in year 8 and it is compulsory for two years.

Combined science is taught to Year 7. Separate sciences are taught in Years 8 and 9.

The majority of subjects are taught in whole classes of mixed ability. The exceptions are Maths which is setted from January of Year 7 and in Year 9 the year group is divided into three sets instead of two. Science and German is also set into two groups in Year 9.

Different teaching strategies are used which will be shown in the individual departmental handbooks.

## **KS4**

Pupils follow a GCSE course of 9 subjects and ECDL. The following are compulsory:

|   |                    |
|---|--------------------|
| English Language  | English Literature |
| Maths   | Science            |
| Additional Science or Triple Science for the more able. | French or German   |
| ECDL  |                    |

Pupils then choose a further two subjects from the following:-

French, German or Spanish  
Geography  
P E  
Art / Textiles  
Drama

History  
R S  
Music  
H E  
Textiles Technology

All subject are taught as mixed ability groups except for Maths and Science. These are setted and the year group is divided into three sets.

The year group is also divided into three groups for English but these are mixed ability groups.

For the optional subjects the year group may be divided into four or five options to provide choice so these groups may be small.

The ICT, PSHE and PE lessons in Years 10 and 11 are taught on a roundabout rota with the year group divided into three. Careers education is provided as part of PSHE.

Pupils who have need for learning support may take fewer GCSE subjects to allow time for additional support (see Learning Support Policy)

### **SIXTH FORM**

Teaching strategies vary within each subject and individual departmental handbooks should be referred to for plans and methodology.

All subjects in the sixth form are taught as mixed ability groups.

All pupils follow Curriculum 2000 Policy. Most students choose to study 4 'AS' subjects in lower sixth and continue 3 'A2' subjects in Upper Sixth.

1. Students may also choose Applied single or double award as one or two of their A2 subjects. These are taught over a one year period as AS or two-year period, as A2.
2. Contact time is 4.5 hours for AS and 5 hours for A2. This may be reduced by up to one hour if pupils are taught on a one-to-one basis. This policy is negotiable depending on an assessment by the teacher and consultation with the student.
3. General Studies is taught in Lower Sixth at AS and at A2 level in the Upper Sixth. The majority of students attend lessons and sitting AS examinations and A2 examinations is expected.
4. All students have a number of 'study' periods each week when they are encouraged to make use of study rooms and the library. Over the two-year period and depending on the individual's progress and commitment to work, students can negotiate to spend some of their study periods working from home.
5. All students are encouraged to participate in a period of community service. This is undertaken on a voluntary basis and up to 2 hours weekly may be allocated from study time.

## Subjects available in Sixth Form

Art  
 Biology  
 Business Studies (Single Or Double Award)  
 Chemistry  
 Computing  
 English  
 English as a Foreign Language  
 French  
 Geography  
 German  
 Health And Social Care (Single or Double Award)  
 History  
 Home Economics  
 Law  
 Maths  
 Music  
 Physics  
 Psychology  
 Religious Education  
 Sociology  
 Spanish GCSE  
 Drama\Theatre Studies

### Lower Sixth

4 x AS @4.5 hours each = 18 hr  
 1 x General Studies 1 hr  
 Study periods 7 hr

**Total 26 hrs**

### Upper Sixth

3 x A2 @ 5 hr = 15 hr  
 1 x General Studies 1 hr  
 Study periods 10 hr

**Total 26 hrs**

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## Enrichment

For Years 7 and 8 Enrichment is timetabled in 2 x 30 minute periods in Session 7. Students are placed into groups and allocated to 2 different activities each week. Staff offer a variety of different enrichment opportunities for the pupils and these change every seven weeks. (A sample of the programme for the autumn term 2009 is attached).

For Years 9 to 13 a variety of activities is offered during lunch times and after school. These are not compulsory but pupils are encouraged to take part in at least one activity a week.

| Written by:       | Adopted by the Board: | Review Date: |
|-------------------|-----------------------|--------------|
| MV/September 2009 | November 2009         | July 2010    |

**Highclare School Curriculum Allocation  
Key Stage 1 (Infants)**

|           | English<br>Literacy<br>Drama | Maths        | Science      | ICT | History<br>Geography | Art DT       | Music | RE    | PSHE  | PE<br>Swimming | Assembly<br>Hymn<br>Practice | Registration |
|-----------|------------------------------|--------------|--------------|-----|----------------------|--------------|-------|-------|-------|----------------|------------------------------|--------------|
| <b>J1</b> | 7hr<br>5min                  | 5hr<br>50min | 1hr<br>30min | 1hr | 1hr<br>15 mins       | 1hr<br>30min | 30min | 20min | 25min | 2hr 50min      | 1hr                          | 1hr 15min    |
| <b>J2</b> | 7hr<br>10min                 | 6hr<br>10min | 1hr<br>30min | 1hr | 1hr                  | 1hr<br>25min | 35min | 35min | 30min | 2hr 50min      | 1hr                          | 1hr 15min    |

J1 Total 24 hours 30 minutes including assembly and registration times (22 hours 15 mins curriculum time)

J2 Total 25 hours 15 minutes including assembly and registration times (23 hours curriculum time)

**Highclare Abbey Curriculum Allocation  
Key Stage 2 (Juniors)**

|           | English<br>VR | Maths | Science | ICT | History | Geograp<br>hy | RE<br>PSHE | Art<br>And<br>Design | Music | French | Design<br>And<br>Technolo<br>gy | PE<br>And<br>Swimmi<br>ng | Total | Regist-<br>ration<br>Per week |
|-----------|---------------|-------|---------|-----|---------|---------------|------------|----------------------|-------|--------|---------------------------------|---------------------------|-------|-------------------------------|
| <b>J3</b> | 6hr           | 5     | 3       | 1   | 1       | 1             | 1          | 1                    | 1     | 1      | 1                               | 3                         | 25    | 75min                         |
| %         | 24%           | 20%   | 12%     | 4%  | 4%      | 4%            | 4%         | 4%                   | 4%    | 4%     | 4%                              | 12%                       | 100%  |                               |
| <b>J4</b> | 6hr           | 5     | 3       | 1   | 1       | 1             | 1          | 1                    | 1     | 1      | 1                               | 3                         | 25    | 75min                         |
| %         | 24%           | 20%   | 12%     | 4%  | 4%      | 4%            | 4%         | 4%                   | 4%    | 4%     | 4%                              | 12%                       | 100%  |                               |
| <b>J5</b> | 6             | 5     | 3       | 1   | 1       | 1             | 1          | 1                    | 1     | 1      | 1                               | 3                         | 25    | 75min                         |
| %         | 24%           | 20%   | 12%     | 4%  | 4%      | 4%            | 4%         | 4%                   | 4%    | 4%     | 4%                              | 12%                       | 100%  |                               |
| <b>J6</b> | 6             | 5     | 3       | 1   | 1       | 1             | 1          | 1                    | 1     | 1      | 1                               | 3                         | 25    | 75min                         |
| %         | 24%           | 20%   | 12%     | 4%  | 4%      | 4%            | 4%         | 4%                   | 4%    | 4%     | 4%                              | 12%                       | 100%  |                               |

**Hichclare St Paul's Curriculum Allocation - Key Stage 2 - Junior Department**

|            | English<br>VR | Maths | Science | ICT | History | Geography | RE/<br>PSHE | Art<br>and<br>Design | Music | French | Design<br>and<br>Technology | PE<br>and<br>Swimming | Total                          | Registration<br>per week<br>am & pm | Assemblies/<br>Form Time/<br>Hymn<br>Practice<br>per week |
|------------|---------------|-------|---------|-----|---------|-----------|-------------|----------------------|-------|--------|-----------------------------|-----------------------|--------------------------------|-------------------------------------|---|
| <b>J3</b>  | 6             | 5     | 3       | 1   | 1       | 1         | 1           | 1                    | 1     | 1      | 1                           | 3                     | 25<br>lessons<br>24hr<br>10min | 50 min                              | 1 Hr 15 Min   |
| <b>%</b>   | 24%           | 20%   | 12%     | 4%  | 4%      | 4%        | 4%          | 4%                   | 4%    | 4%     | 4%                          | 12%                   | 100%                           |                                     |   |
| <b>J4</b>  | 6             | 5     | 3       | 1   | 1       | 1         | 1           | 1                    | 1     | 1      | 1                           | 3hr 5min              | 25<br>lessons<br>24hr<br>10min | 50 min                              | 1 Hr 15 Min   |
| <b>%</b>   | 24%           | 20%   | 12%     | 4%  | 4%      | 4%        | 4%          | 4%                   | 4%    | 4%     | 4%                          | 12%                   | 100%                           |                                     |   |
| <b>J5</b>  | 6             | 5     | 3       | 1   | 1       | 1         | 1           | 1                    | 1     | 1      | 1                           | 3hr 5min              | 25<br>lessons<br>24hr<br>10min | 50 min                              | 1 Hr 15 Min   |
| <b>%</b>   | 24%           | 20%   | 12%     | 4%  | 4%      | 4%        | 4%          | 4%                   | 4%    | 4%     | 4%                          | 12%                   | 100%                           |                                     |   |
| <b>J6P</b> | 6             | 5     | 3       | 1   | 1       | 1         | 1           | 1                    | 1     | 1      | 1                           | 3hr 5min              | 25<br>lessons<br>24hr<br>10min | 50 min                              | 1 Hr 15 Min   |
| <b>%</b>   | 24%           | 20%   | 12%     | 4%  | 4%      | 4%        | 4%          | 4%                   | 4%    | 4%     | 4%                          | 12%                   | 100%                           |                                     |   |

**Please note:**

Subject time allocations vary between 55 minutes and 1 hour, depending on where in the day they are timetabled each academic year. Morning lessons are 60 minutes and afternoon lessons are 55 minutes.

Curriculum time (24 hr 10min) allocation excludes Assembly/Form Time/Hymn Practice of (1 hour 15 minutes) and registration time (50 minutes each week)

Curriculum allocation (shown as number of teaching hours per week)

| <b>Highclare School Curriculum Allocation Key Stage 3 (Seniors)</b> |                |                |                    |              |                |                  |                |                   |                  |                 |                 |              |            |             |           |            |                 |           |           |                      |                   |
|---|----------------|----------------|--------------------|--------------|----------------|------------------|----------------|-------------------|------------------|-----------------|-----------------|--------------|------------|-------------|-----------|------------|-----------------|-----------|-----------|----------------------|-------------------|
| <b>Year</b>   | <b>NC Year</b> | <b>English</b> | <b>Drama</b>       | <b>Maths</b> | <b>Biology</b> | <b>Chemistry</b> | <b>Physics</b> | <b>History</b>    | <b>Geography</b> | <b>French</b>   | <b>German</b>   | <b>Music</b> | <b>ICT</b> | <b>PSHE</b> | <b>RE</b> | <b>Art</b> | <b>Textiles</b> | <b>HE</b> | <b>PE</b> | <b>TOTAL (hours)</b> | <b>Enrichment</b> |
| <b>U3</b>   | 7              | 4              |                    | 4            | 3              |                  |                | 2                 | 2                | 2               |                 | 1            | 1          | 1           | 1         | 1          |                 | 1         | 2         | <b>25</b>            | 1                 |
| <b>L4</b>   | 8              | 4              | 0.5                | 3            | 1              | 1                | 1              | 1                 | 1                | 2               | 2               | 1            | 1          | 0.5         | 1         | 1          | 1               | 1         | 2         | <b>25</b>            | 1                 |
| <b>U4</b>   | 9              | 3              | 0.5                | 4            | 4              |                  |                | 1                 | 1                | 2               | 2               | 1            | 1          | 0.5         | 1         | 1          | 1               | 1         | 2         | <b>26</b>            |                   |
| <b>Curriculum Allocation Key Stage 4 (Seniors)</b>                  |                |                |                    |              |                |                  |                |                   |                  |                 |                 |              |            |             |           |            |                 |           |           |                      |                   |
| <b>Year</b>   | <b>NC Year</b> | <b>English</b> | <b>English Lit</b> | <b>Maths</b> | <b>Biology</b> | <b>Chemistry</b> | <b>Physics</b> | <b>MFL Option</b> | <b>Option 1</b>  | <b>Option 2</b> | <b>Option 3</b> | <b>IT</b>    | <b>PE</b>  | <b>PSHE</b> |           |            |                 |           |           | <b>TOTAL (hours)</b> |                   |
| <b>L5</b>   | 10             |                | 4                  | 3            | 6              |                  |                | 2.5               | 2.5              | 2.5             | 2.5             | 1            | 1.5        | 0.5         |           |            |                 |           |           | <b>26</b>            |                   |
| <b>U5</b>   | 11             |                | 4                  | 3            | 6              |                  |                | 2.5               | 2.5              | 2.5             | 2.5             | 1            | 1.5        | 0.5         |           |            |                 |           |           | <b>26</b>            |                   |