



Highclare School

Achieving Individual Excellence

CURRICULUM POLICY (whole school)

The following related policies are included as appendices:

- 1. Policy for Learning Support**
- 2. Able, Gifted and Talented**
- 3. English as an Additional Language**

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 his 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.*
- *To develop the values of self-respect and self-discipline, alongside tolerance and respect for others and the environment.*

The general aims of the curriculum are:

- To enable pupils of all abilities to learn and make progress, this includes those with special educational needs/learning difficulties and English as an additional language.
- 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 provide a broad and balanced curriculum for every child
- To stimulate pupils to think for themselves
- To help each pupil achieve the best possible results
- To enable pupils to develop self-reliance, self-esteem and self-confidence
- 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 technological 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 of co-curricular (enrichment) and extra-curricular activities which contribute to the school's ethos.

Highclare School will provide additional support for those pupils who are identified as requiring assistance in the curriculum. Support may be for academic, pastoral, behavioural, linguistic or medical needs and is mainly provided by the Learning Support Department.

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).
Balance	Ensuring that pupils have an opportunity to study subjects representative of all disciplines.
Coherence	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.
Relevance	Taking into account the previous learning of pupils and their readiness for new experience.
Differentiation	Matching teaching, assessment and tasks to the ability and needs of all pupils.
Progression	Providing continuity within the curriculum from Year 1 to Year 13 and assessing, recording, monitoring and evaluating the work produced at all stages.
Teaching and Learning	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 from pupils of all abilities and to assess expectations and achievements.

Provision is made for A, G & T, SEND and EAL pupils (*see appendices*). IEP / ITPs and pupil profiles / target sheets (junior school) are used to identify the special needs of these pupils and they are used by teachers to ensure that they make progress commensurate with their needs. Methods of teaching and support are tailored to their individual needs and every effort is made to encourage progress.

Occasionally statemented pupils with Special Educational Needs (SEN) / EHC Plan, are admitted to the school and when this occurs, the Learning Support Co-ordinator will assess their needs and an IEP / ITP pupil profile and risk assessment, if required, will be prepared to enable staff to provide teaching which will allow the pupil to make progress. The curriculum will be tailored to meet the needs of such pupils. Annual reviews with parents and the LEA will take place for pupils with an EHC Plan.

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

IT is used extensively across the curriculum. Pupils should be enabled to retrieve and use information in both electronic and traditional forms, relevant to their age and in line with our e-safety policy.

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 schemes 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. Pupils from PS1 / PS2 are led by Early Years Practitioners and also have teacher input in mathematics and phonics.

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 Pre-School1 we aim to provide a balance of 20/80 adult-led / freely chosen or child initiated.
In Pre-School 2 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 60/40 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 - J3, J4, J5, J6

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 and English may be taught in ability sets.

In KS2 the core and foundation subjects are taught separately. In addition MFL and 11+ preparation lessons are taught.

In J5 11+ preparation lessons are also offered as an additional club after school. A range of extra-curricular activities enriches the experience of the children.

KS3 – U3 (Yr 7), L4 (Yr 8), U4 (Yr 9)

All pupils enjoy the full curriculum range (English, Mathematics, Biology, Chemistry, Physics, ICT and Computing, French, German or Spanish, Geography, History, Religious Studies, Art, DT, Drama, Food and Nutrition, Music, PE and PSHCE). All subjects, except German or Spanish, are taught throughout KS3. German or Spanish is introduced to pupils in L4, except occasionally pupils with SEN for whom an additional language would not be beneficial. For those pupils additional support is provided as appropriate, instead of German or Spanish.

Combined science is taught in U3. Separate sciences are taught in L4 and U4.

The majority of subjects are taught in whole classes of mixed ability. The exception is Mathematics which is taught in sets, from January of U3. In some cohorts the year is divided into three sets instead of two, depending on numbers and ability range in U4. Science is also taught in two or three sets and groups throughout KS3. English may be taught in three mixed ability groups, depending on numbers. Practical subjects are taught in three house groups.

KS4 – L5 (Yr 10) and U5 (Yr 11)

Pupils follow a GCSE course of 9 or 10 subjects. The following are compulsory:

- English Language
- Mathematics
- Combined Science, or
- Physics, Chemistry and Biology
- English Literature
- French, German or Spanish

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

- Geography
- Physical Education
- Art
- Drama
- Business
- Computing
- History
- Religious Studies
- Music
- Food Preparation & Nutrition
- Level 2 ICT
- Second MFL
- Design Technology

All subjects are taught as mixed ability groups except for Mathematics and Science. These are grouped by ability and the year group is usually divided into three sets. The year group is also usually divided into three mixed ability groups for English.

For the optional subjects the year group is usually divided into four options to provide choice therefore these groups may be small.

PSHCE is taught throughout KS4 and includes careers education. Recreational PE is taught throughout KS4.

The number of GCSE subjects studied reflects the needs and abilities of pupils. The most able will usually study triple science whilst SEND pupils may not study a language and receive additional learning support time.

For pupils spending time out of school for specialist training, eg, in Tennis, football etc, individual timetables are prepared by the Deputy Head of Senior School after consultation with parents and sometimes trainers.

SIXTH FORM

Students in sixth form take three full A-levels or 3 A levels and one AS-level, taken in L6. The subjects currently available in sixth form are:

- Art
- Biology
- Business Studies
- Chemistry
- English
- French
- Geography
- German
- History
- ICT (until 2018)
- Law
- Mathematics
- Music
- Physics
- Psychology
- Religious Education
- Sociology
- Spanish
- Theatre Studies

All subjects are taught in small mixed ability groups, usually of between 2 and 12 students. Each subject is allocated 4.5hrs in the L6 and 5hrs in the U6 year. This time may be reduced if pupils are being taught on a one-to-one basis.

Alongside their A-levels, L6 students follow a study /research Skills programme leading to the Extended Project Qualification (EPQ).

All sixth-form students have one hour of recreational PE per week and regular enrichment activities are arranged.

Sixth-form students will have a number of private study periods in the week, when they are expected to make use of the designated study centre.

All students are encouraged to take part in periods of voluntary work, community service or work experience. They are also expected to contribute to the wider life of the school eg taking on leadership roles in enrichment and extra-curricular activities and at school events or as mentors to younger pupils.

A typical L6 timetable comprises:

3 A-level subjects and 1 AS-subject (4 x 4.5hrs)	18hrs
EPQ study/research skills	1hr
PE	1hr
Private Study	<u>6 hrs</u>
Total	26hrs

A typical U6 timetable comprises:

3 A-level subjects (3 x 5hrs)	15hrs
EPQ	1hr
PE	1hr
Private Study	<u>9 hrs</u>
Total	26hrs

Enrichment and Extra-Curricular Activities

For U3 and L4 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. Examples include dance, study skills, drama, arts and crafts, exploring technology in music, initiative exercises, reading for pleasure, maths art, Sudoku, horrible history club, dance, revision skills, cross stitch, myths & legends, crochet, music appreciation and table tennis.

For U3 to U6 a variety of extra-curricular 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. Activities include chess club, drama club, debating club, choir and many other musical and sporting clubs. Some departments offer additional help to pupils of all ages in surgeries or clinics and these take place at lunchtime or after school.

Written by:	Adopted by the Board:	Review Cycle:	Most Recent Review:
MV/September 2009	November 2009	Annual	September 2017

HIGHCLARE SCHOOL

Curriculum Allocation 2016-2017
Highclare Key Stage One (Infants)

Highclare KS1- Breakdown of Subjects / Hours

	English Literacy Drama	Mathematics	Science	ICT / Computing	History / Geography	Art / DT	Music	RE / PSCH	PE Swimming	French	Assembly	Registration
J1	360 mins (6hrs) + 80 mins guided reading & story: TOTAL : 440 mins	345 mins (5hrs 45min s)	90 mins (1hr 30min s)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	210 mins (3hrs 30min s)	30 mins (½ hr)	60 mins (1hr)	75 mins (1hr 15 mins)
J2	360 mins (6hrs) + 80 mins guided reading & story. TOTAL: 440 mins	345 mins (5hrs 45min s)	90 mins (1hr 30min s)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	210 mins (3hrs 30min s)	30 mins (½ hr)	60 mins (1hr)	75 mins (1hr 15min s)

Subject	Recom- mended time per week*	Total hours over year	Percentage of a 21-hour teaching week
English	5 - 7½ hours	180 - 270	24% - 36%
Mathematics	3¾ hours	135	18%
Science	1½ hours	54	7%
ICT	50 minutes	30	4%
D&T	50 minutes	30	4%
History	50 minutes	30	4%
Geography	50 minutes	30	4%
Art & Design	50 minutes	30	4%
Music	50 minutes	30	4%
PE	1¼ hours	45	6%
RE	1 hour	36	5%
TOTAL	17½ - 20 hours	630 - 720 hours	84% - 96%

HIGHCLARE SCHOOL

Highclare Junior School (KS2) Curriculum Allocation

Subject	J3P	J3R	J4P	J4 R & S	J5P & Q	J5R	J6P	J6R
English (including 60 mins of 11+ tuition)	420 mins	420 mins	420 mins	420 mins	420 mins	420 mins	420 mins	420 mins
Maths	360 mins	360 mins	360 mins	360 mins	360 mins	360 mins	360 mins	360 mins
Science	120 mins	120 mins	120 mins	120 mins	120 mins	120 mins	120 mins	120 mins
Geography	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
History	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
RE/PSHCE	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
Computing	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
Art/DT	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
MFL	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
Music	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins
PE/GAMES	180 mins	180 mins	180 mins	180 mins	180 mins	180 mins	180 mins	180 mins

Highclare Junior School Key Stage Two Breakdown of Subjects and Hours

Subject	What we teach per week	Total hours over year	Percentage of a 25-hour teaching week
English	7 hours	220.5	28
Mathematics	6 hours	207	24
Science	2 hours	69	8
COMPUTING	1 hour	34.5	4
D&T/Art & Design	1 hour	34.5	4
History	1 hour	34.5	4
Geography	1 hour	34.5	4
MFL	1 hour	34.5	4
Music	1 hour	34.5	4
PE/GAMES	3 hours	103.5	12
RE/PSHCE	1 hour	34.5	4
TOTAL	25 hours a week	862.5	

DES Circular 7/90 recommends a minimum of 21 hours of teaching time each week for children in key stage 1 and a minimum of 23 1/2 hours of teaching time each week for children in key stage 2, exclusive of registration, collective worship, breaks and lunch.

HIGHCLARE SCHOOL

CURRICULUM POLICY (whole school)

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

Curriculum Allocation Key – Senior School (KS3)																					
Year	NC Year	English	Drama	Maths	Biology	Chemistry	Physics	History	Geography	French	German/Spanish	Music	ICT/Computing	PSHCE	Religious Studies	Art	Design Technology	Food & Nutrition	PE	TOTAL (hours)	Enrichment
U3	7	3.5	0.5	4	3			1.5	1.5	2		1	1	1	0.5	1	1	1	2.5	25	1
L4	8	3.5	0.5	3	3			1	1	2	2	1	1	0.5	1	1	1	1	2.5	25	1
U4	9	3	0.5	4	3.5			1	1	2	2	1	1	0.5	1	1	1	1	2.5	26	
Curriculum Allocation – Senior School (KS4)																					
Year	NC Year	English	English Lit	Maths	Biology	Chemistry	Physics	Option A	Option B	Option C	Option D	PE	PSHCE					TOTAL (hours)			
L5	10	4		4	6			2.5	2.5	2.5	2.5	1.5	0.5					26			
U5	11	4		4	6			2.5	2.5	2.5	2.5	1.5	0.5					26			