



Highclare School

CURRICULUM POLICY (whole school)

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
- To understand British Values and prepare for life in modern Britain
- To know and understand the Protected Characteristics and how these affect our and others' lives.
- To show respect and tolerance to the protected characteristics

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 provided by the Learning Support / Success Department, as well as teachers and teaching assistants.

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*). ISP / 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 (SEND) / EHCP Plan are admitted to the school and when this occurs, the Learning Support / Success Co-ordinator will assess their needs and an ISP / 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 Swans and Cygnets 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

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 - Yr3, Yr 4, Yr 5, Yr 6

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 is taught from Swans and 11+ preparation lessons are taught.

In Yr5 11+ preparation lesson are also offered as an additional club after school. A range of extra- curricular activities enriches the experience of the children in Reception to Yr6.

KS3 – U3 (Yr 7), L4 (Yr 8), U4 (Yr 9)

All pupils enjoy the full curriculum range at KS3 (English, Mathematics, Biology, Chemistry, Physics, ICT and Computing, MFL, Geography, History, Religious Studies, Art, DT, Drama, Food and Nutrition, Music, PE and PSHCE). We also run a 'skills and values' programme at KS3 covering various aspects including British Values, relevant current affairs and study / revision skills.

All pupils study French in U3 with German and Spanish being introduced towards the end of the year. From L4 pupils can choose to specialise in the language of their choice. For pupils who wish to maintain an interest in more than one language, an opportunity to do this is provided outside the main curriculum.

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

The majority of subjects are taught in form groups of mixed ability. The exception is Mathematics which is taught in two ability sets, from September of U3 until end of L4. In U4, the core subjects are taught in three groups, set by ability in mathematics and science, with mixed ability in English. Practical subjects are taught in three house groups throughout KS3.

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:-

- Art and Design
- Business
- Computer Science
- Design Technology
- Drama
- Food Preparation & Nutrition
- Geography
- History
- Creative iMedia (Level 2 Certificate)
- Music
- Photography
- Physical Education
- Religious Studies
- Second MFL

* All pupils are encouraged to take a language GCSE, however, pupils who receive learning support, or for whom it can be argued that their interests are best served by not studying a modern language, may seek to be exempted from this expectation.

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 decision of whether a student studies triple or combined science is based upon academic performance throughout KS3, both in class and assessments. Pupils with SEND may study one less option 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: Academic after consultation with parents and sometimes trainers.

SIXTH FORM

Students in sixth form take three or four full A-levels. The subjects currently available in sixth form are:

- Applied Science (AQA L3 Extended Certificate)
- Art, Craft and Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama and Theatre
- English
- French
- Geography
- German
- History
- Law
- Mathematics
- Music
- Photography
- Physical Education
- Physics
- Psychology
- Religious Education
- Sociology
- Spanish

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 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/room.

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 or 4 A-level subjects	13.5 / 18hrs
EPQ study/research skills	1hr
PE	1hr
Private Study	<u>6 / 10.5 hrs</u>
Total	26hrs

A typical U6 timetable comprises:

3 or 4 A-level subjects	15 / 20hrs
EPQ	1hr
PE	1hr
Private Study	<u>9 / 4hrs</u>
Total	26hrs

Enrichment and Extra-Curricular Activities

In U3, Enrichment is timetabled for one hour per week. Pupils are allocated to small groups and staff offer a variety of different enrichment opportunities for the pupils and these change every seven to nine weeks. Examples include dance, arts and crafts, astronomy, yoga, mindfulness, debating, maths art, practical science, horrible history club, dance, cross stitch, myths & legends and learning ukelele.

Throughout KS3, two 30 minute periods per week are devoted to developing pupils' skills, values and character. These sessions are centred around British Values, but also look at current affairs, careers education and study/revision skills at times throughout the year. These sessions provide opportunity for pupils to become independent learners and to put TAKE CHARGE into practice.

In the spring term, the sixth form have a varied enrichment fortnight with sessions arranged covering topics such as first aid, university finance and mindfulness.

For U3 to U6 a variety of extra-curricular activities is offered during lunch times, before 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 2023

HIGHCLARE SCHOOL

Curriculum Allocation (per week)

Key Stage One (Infants)

	English	Mathematics	Science	Computing	History / Geography	Art / DT	Music	RE / PSCHÉ	PE Games Swimming	Spanish	Assembly	Registration, Guided Reading and Spelling
Yr1	390 mins (6hrs 30 mins) + 50 mins story: TOTAL: 440 mins	360 mins (6 hours)	60 mins (1hr)	30 mins	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	210 mins (3hrs 30mins)	30 mins (½ hr)	30 mins (½ hr)	120 mins (2 hrs)
Yr2	390 mins (6hrs 30 mins) + 50 mins story. TOTAL: 440 mins	360 mins (6hrs)	60 mins (1hr)	30 mins	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	210 mins (3hrs 30mins)	30 mins (½ hr)	30 mins (½ hr)	120 mins (2 hrs))

HIGHCLARE SCHOOL

Curriculum Allocation (per week) Key Stage Two (Junior)

Subject	Yr3	Yr4	Yr5	Yr6
English (including 60 mins of 11+ tuition)	420 mins	420 mins	420 mins	420 mins
Maths	360 mins	360 mins	360 mins	360 mins
Science	120 mins	120 mins	120 mins	120 mins
History / Geography	60 mins	60 mins	60 mins	60 mins
RE	60 mins	60 mins	60 mins	60 mins
PSHCE	60 mins	60 mins	60 mins	60 mins
Computing	60 mins	60 mins	60 mins	60 mins
Art/DT	60 mins	60 mins	60 mins	60 mins
MFL	60 mins	60 mins	60 mins	60 mins
Music	60 mins	60 mins	60 mins	60 mins
PE/GAMES/Swimming	180 mins	180 mins	180 mins	180 mins
Assembly	30 mins	30 mins	30 mins	30 mins
Registration & Start of the Day activity	120 mins	120 mins	120 mins	120 mins

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 Preparatory 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
Art & Design and Design Technology	1 hour	34.5	4
History / 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	1 hour	34.5	4
PSHCE	1 hour	34.5	4
TOTAL	25 hours a week	862.5	

HIGHCLARE SENIOR SCHOOL

Curriculum Allocation Key – Senior School (KS3)

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

Year	NC Year	English	Drama	Maths	Biology Chemistry Physics	History	Geography	French	MFL ¹	Music	ICT/Computing	PSHCE	Religious Studies	Art	Design Technology	Food & Nutrition	PE	Enrichment	TOTAL (hours)	Assembly / Form Period / Independent Learning Skills	TOTAL
U3	7	3.5	1	3.5	3	1	1	2		1	1	0.5	1	1	1	1	2.5	1	25	2.5	27.5
L4	8	4	1	4	3	1	1		2	1	1	0.5	1	1	1	1	2.5		25	2.5	27.5
U4	9	4	1	4	3	1	1		2	1	1	0.5	1	1	1	1	2.5		25	2.5	27.5

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)	Assembly / Form Time	TOTAL
L5	10	4		4		6		2.5	2.5	2.5	2.5	1.5	0.5	26	1.5	27.5
U5	11	4		4		6		2.5	2.5	2.5	2.5	1.5	0.5	26	1.5	27.5

¹ French, German or Spanish