



Curriculum Policy



Introduction

The curriculum at Aldwickbury is broad and varied, with all boys receiving a challenging and well-balanced offering that encompasses core subjects as well as creative and digital arts. Sport is also a core element of the timetable with boys in Years 3 to 8 having games daily. It also includes an area of learning that we call Future Thinking. This embraces six areas of learning and aims to deliver skills we believe will equip the boys for an ever-changing world. There is also a wide range of extra-curricular opportunities to enrich the experience of the boys. All pupils have access to the curriculum irrespective of their age, gender, sexual orientation, creed or ethnicity, language, any disability and social background and utilization of resources to reduce these barriers.

Philosophy

At Aldwickbury all boys should feel secure, cared for and respected. The atmosphere is encouraging and positive so that academic and social progress is made. The learning environment is challenging and stimulating; independent thinking and collaborative work are encouraged.

The Aldwickbury Values help boys to become responsible members of this, and indeed any, community. The broad curriculum prepares boys to be active and confident participants in the rapidly changing world.

Aims

1. To provide a broad, balanced and age-appropriate curriculum that benefits all boys.
2. To provide high standards of teaching so that all boys fulfil their potential.
3. To give boys the knowledge, skills, understanding and confidence to achieve life-long success.
4. To build upon communication, numeracy, and ICT skills at each stage, ensuring they are equipped for transition to senior school.
5. To equip boys to become independent learners by developing their study skills, thereby fostering a love of learning and boys who understand their own learning.
6. To provide opportunities for boys to live out the Aldwickbury Values.
7. To build self-esteem, respect, and a sense of belonging.

Our Curriculum

- prepares boys for senior school transfer at 13+ - in whichever year the test is held.
- develops skills in communication and numeracy.
- provides boys with experience in linguistic, scientific, technological, human, and social, physical, aesthetic, and creative education.
- provides subject matter appropriate for the ages and aptitudes of all boys allowing them all to have the opportunity to learn and make progress.
- ensures that boys with SEND, receive an appropriate level of support.
- provides PSHCEE and RSE education that reflects the school's aims and national requirements, such as RSE, digital citizenship, e-safety, FBV, SMSC and social and economic benefit.

Reception to Year 2

The school has been exempt from the Learning and Development requirements of the EYFS framework since 2012.

In Reception, lessons are largely informal with a balance of adult-led and child-initiated activities. The curriculum includes Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design. Specialist teachers teach music, drama, and swimming. In addition, a strand of the Future Thinking curriculum, that we call 'Eco', runs throughout the Pre-Prep.

In Year 1, lessons become gradually more formal although lessons remain routed in practical learning. A topic-based approach is adopted with the boys having lessons in English, mathematics, and science, as well as PSHCEE, humanities, French, art, DT, PE, ICT, RE, Eco, drama, and music. Specialist teachers deliver music, drama, French, games, and swimming.

In Year 2, the learning becomes more formal although the topic-based approach continues. The other subjects and subject specialisms are the same as in Year 1.

Trips and workshops are an important part of the boys' learning provision, helping to support the curriculum and complement topics. Where possible we use our extensive grounds for outdoor learning and exploration.

The boys develop their confidence in speaking and listening through planned classroom activities, sharing assemblies and each year group puts on at least one performance each year.

Junior Department (Years 3&4)

In the Junior Department, we build on the foundations laid in pre-prep. We make the move to more independent learning within our broad curriculum on offer. This includes maths, English, science, ICT, history, geography, Future Thinking, religious studies, drama, French, music, art, DT and PSHCE. Subjects such as games, music, art, design technology and drama, specialist teachers oversee.

Several day or half-day trips are organised for each year group, to complement topics and help bring learning to life.

Boys have a daily games session, with a wide variety of sports on offer, as well as the opportunity to play in matches in our termly sports, against other schools. There are also opportunities to get involved in competitive galas.

Boys gain confidence with performing, with both year groups putting on a play or other staged performance each year, as well as boys taking part in informal music and drama recitals.

Year 5 to 8

During these four years the curriculum builds upon the strong foundations provided by the preceding stages. Knowledge, skills and understanding in a wide range of subjects continue to be enhanced. The six strands of Future Thinking are also developed further. The breadth of curriculum is extended by the addition of Latin in Year 6 and language taster sessions, German, and Spanish, during MFL lessons in Year 7 and Year 8.

Whilst breadth is maintained there is an increasing focus upon examination with communication, through English, and numeracy at its heart. The content of the curriculum is important but so too is developing study skills, learning habits and other transferable skills; not only to give the best possible chance of success in entry tests for a wide range of senior schools, but also in preparation for the world beyond.

A wide range of trips, activities and opportunities for performance continue to be offered during these four years.

SEND Provision

Our approach to SEND is comprehensive and inclusive. SEND entails support that ensures a boy has the best access possible to the curriculum and engages and stretches those working to a level beyond chronological expectation.

The school utilises a three-step approach to provision. The first step being support from within the class. The second, makes use of interventions in groups or individually as appropriate and will involve TA support, or designated learning support staff across the school. The final step is when outside agencies are involved, and the school looks to manage and incorporate recommendations from these professionals in a boy's education.

Linked Policies

- Schemes of work for each academic subject
- SEND policy
- Extra-curricular activities documentation
- Prep policy

Monitoring of the Curriculum

The Academic Committee is responsible for reviewing the curriculum. Heads of Department choose the most suitable specifications for delivery of the curriculum and are responsible for reviewing the Schemes of Work for each year group in their subject. The Head of Pre-Prep oversees the curriculum provision for Reception to Year 2 in liaison with the Heads of Departments. The Director of Studies, Head of Pre-Prep, Head of Juniors, and Deputy Head monitor the delivery of the curriculum with the help of the Academic Committee and Heads of Department.

Staffing needs are reviewed annually by the Headmaster when the composition of the succeeding year is considered.

Deputy Head
February 2013

Academic Committee
Reviewed: February 2024

Next review: February 2025

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