



Curriculum Policy

Introduction

The curriculum at Aldwickbury is broad, varied, well-balanced and challenging. It encompasses academic lessons, and is supplemented by the creative arts as well as physical activities. It also includes a wide range of extra-curricular opportunities in order 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 utilisation 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

- To provide a broad, balanced and age appropriate curriculum that benefits all boys
- To provide high standards of teaching so that all boys fulfil their potential
- To give boys the knowledge, skills, understanding and confidence to achieve life-long success
- To build upon communication, numeracy and ICT skills at each stage, ensuring they are equipped for transition to senior school
- 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
- To provide opportunities for boys to live out the Aldwickbury Values
- To build self-esteem, respect and a sense of belonging

Our curriculum

- prepares boys for senior school transfer at 13+
- 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 PSHCE education that reflects the school's aims and national requirements, such as SRE, 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 Year 1 there is a slight increase in the level of formality 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, 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)

The broad curriculum taught in the Junior Department includes maths, English, science, ICT, history, geography, religious studies, drama, French, music, art, DT and PSHCE. Subjects such as games, music, art, design technology and drama are overseen by specialist teachers.

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

Boys have a daily games session and matches are played against other schools.

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 breadth is extended further 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 in order 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.

Linked policies

This policy should be read in conjunction with other documentation such as :

- Schemes of work for each academic subject
- Learning support handbook
- Gifted and talented policy
- Prefects and Monitors structure
- 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 current year is considered and projections made for the following year.

Deputy Head

February 2013

Director of Studies and Head of Individual Development

Reviewed November 2019