



## Teaching, Learning and Curriculum Policy

### 1) Teaching and Learning

Teaching and learning are the core purpose of the School and staff are committed to maintaining consistently high standards of teaching in order to raise the attainment and motivation of all pupils. The skills of speaking, listening, literacy and numeracy are developed throughout the curriculum. The rigorous academic curriculum, which addresses the guidelines set out in the Independent School Standards, includes the opportunity for students to study Spanish from the Prep School and separate sciences from Year 9. Pupils are entered for appropriate public exams from Year 9 upwards and in the Sixth Form are prepared for university entrance. Good use is made of specialist teachers throughout the school and departments are encouraged to take up appropriate co-curricular opportunities such as external visits and competitions. In the Senior School there is a wide-ranging tutor programme, incorporating PSHE, which aims to give all pupils a thoughtful awareness of the world, an understanding of British values and the skills to succeed as independent learners. In addition, an extensive after-school programme encourages pupils to build on co-curricular skills and interests. If appropriate, pupils are able to select new activities at the beginning of each term. Individual music, speech and drama and support lessons are offered and in the Senior School there is a special programme of activities aimed at pupils who have been identified as able or talented in an academic, creative or sporting discipline. The comprehensive careers education programme is described in a separate policy.

Our pupils are from a wide range of backgrounds and abilities. In order to meet their needs our policy includes the following:

1. Departments have appropriate schemes of work which include the content, delivery and assessment of the curriculum, differentiation to meet the needs of different students, the use of equipment and ICT and opportunities for considering spiritual, moral, social and cultural aspects of the work. Subject Leads are responsible for producing and updating the schemes of work.
2. Teachers liaise with the Learning Support Department, Able and Talented Co-ordinator, EAL Department, and form tutors, as appropriate. The curriculum may be adapted to meet the needs of pupils with additional educational needs and the Head of Learning Support will ensure that staff are able to adapt their teaching in order to support the needs of these students. Further information about provision for pupils with particular needs is given in the document 'Procedures for SEND pupils'.
3. In the Senior School pupils are set by ability in some subjects.
4. Classrooms are arranged by class teachers to produce a stimulating working environment.
5. Teachers set clear aims for their lessons and ensure that each pupil is actively involved in his or her learning. Teachers aim to inspire pupils by communicating a passion for the subject and work to establish good relationships with all pupils.
6. Staff provide regular formative feedback on pupils' work so that they know what they must do to make progress in each subject. MidYIS, CAT 4 scores, ALIS and Yellis data in the Senior School, and half-termly English, Maths, spelling and reading assessments in the Prep School, assist staff in monitoring

progress. In the Senior School, homework is set and marked regularly. In the Prep School a formative online assessment programme is employed to track pupils' progress through the curriculum.

7. Pupils' progress is monitored by class teachers, form tutors and house parents; extra support is available to pupils who need it. There are formal school exams in the Summer Term for Years 7 – 10 and 12. Mock GCSEs and A-Levels take place in the Spring Term. Further details of examination arrangements are given in the Assessment and Marking Policy.
8. Staff INSET regularly includes sessions relevant to teaching and learning. Staff attend appropriate courses and feedback to other members of their departments. Staff are encouraged to share good practice within the school.
9. Monitoring and evaluation of teaching is intended to be supportive and takes place through learning walks, observations of lessons and scrutiny of pupils' work by Heads of Faculty, Subject Leads and Senior Staff, and through the Staff Professional Development Review system. Individual mentors are provided for new members of academic staff and there is an induction programme in the Autumn Term.

## 2) Curriculum

At Stonar we aim to offer a broad, balanced and relevant curriculum. It is based on but does not rigidly follow the National Curriculum. PSHE lessons are delivered through the Tutor Programme throughout the school up to Year 11 and this area of the curriculum includes work on sex and drugs education, relationships and healthy living as well as study skills and citizenship topics such as politics, money and budgeting and global issues. These issues are also addressed in some assemblies. In the Sixth Form, PSHE is delivered through Sixth Form assemblies, the tutor programme and special events and includes subjects such as drugs and sex education, aspects of personal relationships, driving safety, current affairs and preparation for university.

There are timetabled sessions for careers education delivered through the tutor programme in the Senior School. Individual careers advice and support is available from tutors and the Head of Sixth Form and pupils are helped to arrange work experience.

In the Prep School, English and Maths are taught daily by form tutors and the scheme of work is based on the 2014 National Curriculum. The school uses the International Primary Curriculum (known as Foundation) to teach most of the other subjects. The IPC is a comprehensive curriculum for 3-12 year olds, made up of globally relevant thematic units of work, which are designed around a clear process of learning and with specific learning goals for subject, personal and international learning. There is an international element to all of our learning goals that helps young children begin to move towards an increasingly sophisticated national, international and global perspective. We call this international mindedness.

### EYFS

The comprehensive Early Years curriculum is described in a separate EYFS Teaching, Learning and Curriculum Policy.

### Key Stage 1 (Years 1 - 2)

The children are taught English and Maths every day and a total of approximately 6 hours a week of IPC. This is supplemented by a specialist taught curriculum for sports, drama, Spanish and music.

## Key Stage 2 (Years 3 – 6)

Pupils study the core subjects of English and Maths every day and a total of approximately 5 hours a week of IPC. This is supplemented by a specialist taught curriculum for sports, drama, Spanish, computer science and music.

## Key Stage 3 (Years 7 – 9)

In Years 7 and 8, all pupils study a broad curriculum that is made up of the following subjects:

1. English
2. Maths
3. Sciences
4. Humanities
5. French
6. Spanish
7. Art
8. Computer Science
9. Design and Technology
10. Drama
11. Food and Nutrition
12. Music

From Year 9, Biology, Chemistry and Physics are taught as three separate subjects. Pupils also make ‘mini-option’ choices, whereby they retain the core subjects and then choose four from the practical subjects and languages. In some subjects, including Science, the GCSE courses are started in Year 9. Throughout Key Stage 3 pupils have PE lessons and a Games afternoon each week. Pupils on the Rider Development Programme have additional equestrian activities during PE.

## Key Stage 4 (Years 10 – 11)

The curriculum at Key Stage 4 concentrates on GCSE studies. All pupils study IGCSE English and English Literature (or IGCSE ESL for pupils for whom English is a second language), IGCSE Maths and either Combined Science (Trilogy) or Triple Award Science.

Pupils have a choice of up to four additional GCSEs from option blocks and we endeavour to block subjects to allow them to follow as many of their chosen courses as possible. The following optional subjects are offered at GCSE:

Spanish	Art	PE	RS
French	Photography	Music	Drama
History	Food and Nutrition	Business	
Geography	Design Technology	Computer Science	

Students continue to have a double lesson of PE and an afternoon of games. International pupils may also take a GCSE in their own language.

## The Sixth Form

Lower Sixth students are generally encouraged to study three subjects at A-Level. A small number of students start the sixth form with four subjects but reduce to three subjects by the end of the Autumn Term, once they have had time to decide on their preferred three. Vocational qualifications are also available as part of the sixth form offering, currently these include Cambridge National in Fashion Design and BTECs

in Sport and Exercise Science and Equine Management. A cookery course is also offered as well as a range of EAL qualifications.

A-Level options vary slightly each year but will generally include the following subjects: English Literature, Maths, Biology, Chemistry, Physics, Business, History, Geography, French, Spanish, Psychology, Theatre Studies, PE, Art, Photography and Music.

Lessons are arranged for Sixth Formers who need to take GCSE Maths or English. EAL tuition is given to students requiring it and students are prepared for IELTS exams. Arrangements are made for native speakers of other languages to take A levels in their own language.

A three-year Pre-A course is offered to international students who are not yet ready to access the A level courses. These students study English towards a GCSE or IELTS qualification as well as GCSE Maths. In addition, they have the opportunity to take other timetabled subjects following their interests. They also take part in the timetabled Games.

## Clubs

Timetabled after-school slots, Mondays to Thursdays are used for the Stonar Clubs programme for all pupils. A broad range of activities is available including the Duke of Edinburgh Gold Award, extra GCSE subjects, sports, music and drama practices, riding activities and a wide range of academic and recreational opportunities. Pupils are able to select from a range of activities each term and are normally expected to choose two activities. Senior School day pupils can also take advantage of supervised prep during this time and the stables are also open for riders and those taking part in organised equestrian activities. Prep School activities run in a similar format although times may differ.

## Timetable

In the Senior School, we use a fortnightly timetable based on 6 periods per day. Each period is 55 or 50 minutes in length. In addition to the academic subjects listed above, pupils in the Senior School have one tutor period a week. The Prep School day follows the same pattern, which is shown below.

Tutor	08:30	15
Transit	08:45	5
P1	08:50	55
Transit	09:45	5
P2	09:50	55
Break	10:45	25
P3	11:10	55
Transit	12:05	5
P4	12:10	55
Lunch	13:05	70
P5	14:15	50
Transit	15:05	5
P6	15:10	50
Tea	16:00	15
Clubs	16:15	60

Timetable allocations for Key Stages 3 and 4 are shown in the table below. These are presented as number of periods per fortnight:

Years 7 and 8		Year 9		Years 10 and 11	
ART	2	ART	4	BIOLOGY	5
CORE PE	4	CORE PE	3	CHEMISTRY	5
CS	2	CS	4	EAL	8
DRAMA	2	DRAMA	4	ENGLISH	8
DT	2	DT	4	GAMES	4
EAL	8	EAL	8	MATHS	8
ENGLISH	8	ENGLISH	8	PHYSICS	5
FOOD	2	FOOD	4	ART	5
FRENCH	4	FRENCH	4	BUSINESS	5
GAMES	4	GAMES	4	CS	5
HUMANITIES	6	GEOGRAPHY	4	DRAMA	5
MATHS	8	HISTORY	4	DT	5
MUSIC	2	BIOLOGY	3	FOOD	5
SCIENCE	6	MATHS	8	FRENCH	5
SPANISH	4	MUSIC	4	GEOGRAPHY	5
Tutor/PSHE	2	PRE	4	HISTORY	5
Assembly	2	CHEMISTRY	3	MUSIC	5
		SPANISH	4	PE	5
		PHYSICS	3	PHOTOGRAPHY	5
		Tutor/PSHE	2	PRE	5
		Assembly	2	SPANISH	5
				TRIPLE SCIENCE	5

In the Sixth Form all courses offered are within option blocks and A-Level courses usually have a timetable allocation of 10 periods per fortnight. Sixth Form students will have private study periods or extra lessons in their remaining timetable slots. All sixth formers take part in a Games afternoon (2 periods) each week and have a full range of after-school activities and trips.

## Class Sizes

Children in Key Stages 1 and 2 are allocated to a mixed ability class within the year group. Class size will not usually exceed 20, however if more than 20 children are enrolled in a particular year group, then groups may be created in core subjects and if necessary there may be additional support from teaching assistants. If the class size remains above 20 pupils then the class may be split into two parallel classes at a suitable point which will usually be the following academic year. In Key Stage 1 class size will not usually exceed 16. If more than 16 children are on roll then a teaching assistant may be appointed to work with small groups.

Students at Key Stage 3 are allocated to balanced mixed ability groups for the majority of their lessons and class sizes do not normally exceed 20 pupils. Year 7 are taught in ability sets for Maths and MFL and Years 8 and 9 in sets for Maths, Science and MFL. At Key Stage 4 pupils are set by ability for core subjects. Subject Leads will decide on the most appropriate size for each group but these are affected by the number of pupils choosing a subject, however, in all these cases the normal expectation is for classes to remain below 20 pupils.

The majority of Sixth Form classes are significantly smaller and in no cases exceed 20 students.

Acronyms:

A Level	Advanced Level
ALIS	A Level Information System
AS Level	Advanced Subsidiary Level
BHSAI	British Horse Society Assistant Instructor
CAT	Cognitive Abilities Test
EAL	English as an Additional Language
ESL	English as a Second Language
EYFS	Early Years Foundation Stage
FCSE	Foundation Certificate of Secondary Education
GCSE	General Certificate of Secondary Education
IELTS	International English Language Testing System
ICT	Information and Communication Technology
IGCSE	International General Certificate of Education
INSET	In-service Education and Training
IPC	International Primary Curriculum
MidYIS	Middle Years Information System
MFL	Modern Foreign Languages
PE	Physical Education
PSHE	Personal, Social and Health Education
SEND	Special Educational Needs and Disability
Yellis	Year 11 Information System

Previous Versions: May 2019, November 2021

Signed:



(Director)



(Head)

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