



CURRICULUM POLICY

[References to the Independent School Standards Regulations (ISSRs), Part 1 Paragraph 2 are provided in square brackets throughout this document.]

The three main objectives of our curriculum policy are:

- to make sure we cater for all ages and aptitudes
- to offer pupils the best experience in order to maximise opportunity and potential for every individual child as stated in the school mission statements
- to ensure that all pupils have the opportunity to learn and make progress.

Catering for all ages and aptitudes

It is our policy to provide subject matter which is appropriate for the ages and aptitudes of the pupils, including those with an EHC plan/statement which is reviewed annually *. Furthermore, it is our policy to provide education which fulfils the requirements of any EHC plan. The school will prepare an Individual Education Plan (IEP) which sets achievable targets for every child needing SEND support, this plan will be reviewed termly.

[Standard 1. Paragraph 2 (1) (b) (i)]

* Shropshire LA are phasing EHC plans according to the new code of practice over the next three years.

To this end, teaching groups are as follows

Nursery, Kindergarten and Reception
Mixed ability class groups for all subjects.

Years 1-5
Set for Maths. Mixed ability class groups for other subjects.

Year 6
Set for Maths, Science and Languages. Mixed ability class groups for other subjects.

Year 7
Set for Maths, Science, Languages and Humanities. Mixed ability class groups for other subjects.

Year 8
Set for English and humanities, Maths, Science and Languages. Mixed ability class groups for other subjects.

It is also our policy to produce plans and schemes of work which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Many of these issues are covered in our PSHE lessons but also in other lessons across the curriculum.

[Standard 1. Paragraph 2 (1) (b) (ii)]

Pupils' Experience

It is our policy to give all our pupils a full-time supervised education, giving them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

[Standard 1. Paragraph 2 (2) (a)]

The pupils' experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education is illustrated by the lesson allocation grid, which includes lessons in French, Latin and English (linguistic), Maths (mathematical), Science (scientific), IT and DT (technological), Geography, History, RS and PSHE/ Citizenship (human and social), Games and PE (physical), Art and Music (aesthetic and creative).

[Standard 1. Paragraph 2 (2) (a)]

The policy provides for all children to acquire skills in speaking and listening, literacy and numeracy, in that there is an appropriate allocation of language and maths lessons. [Standard 1. Paragraph 2 (2) (b)]

To this end lessons are allocated as follows.

Years 3-8

(Numbers given are 35 min lessons/week).

	Year 8	Year 7	Year 6	Year 5	Year 4	Year 3
English	7	7	8	8	10	10
Maths	7	7	9	9	10	10
Science	6	6	6	5	5	4
French	2/6	6	5	3	3	1
Latin	4/1	4/1	3	2		
History	3	2	3	2	2	2
Geog	3	3	2	2	2	2
RS	3	2	2	1	1	1
PE	1	1	1	1	2	1
DT	0/2	2	2	2	2	2
Art	0/2	2/3	2	2	2	2
C & IT	1	1	2	2	2	2
Music	1	1	1	1	2	2
Greek	1/0	1/0				
PSCHE	1	1	1	1	1	1
Games	10	10	10	10	8	8
Spanish	1	1				
Drama	1	1	1	1	1	1

Children not doing Latin in Year 7-8 get support lessons in maths and English and Extra Art

Years 1 & 2

(Numbers given are hours: minutes per week).

	Year 2	Year 1
English	5:30	5:30
Maths	5	5
Science	2:15	2:15
French	0:45	0:45
History/ Geography	2:30	2:30
RS / PSHE	2	2
PE	2	2
Art	1:45	1:45
ICT	0:30	0:30
Music	1	1

Curriculum Structure

- ❖ The Headmaster has responsibility for the overall academic development of the school and is assisted by the Deputy Head and the Director of Teaching and Learning.
- ❖ At day-to-day level the academic management of the school is delegated to the Deputy Head who is responsible for the organisation of the timetable and the implementation of the school's academic policies.
- ❖ EYFS Curriculum Policies are under the management of the Head of EYFS.
- ❖ Heads of Department are required to produce a Department Handbook and Schemes of Work (Long Term Plans) encompassing Reception through to 13+ scholarship, ensuring consistency and coordination across the department/age groups. Schemes of Work should contain the overall aims, key learning, details of progression and topics covered throughout the year in all subject areas.
[Standard 1. Paragraph 2 (1) (a)]
- ❖ Programmes of Study (Medium Term Plans) should give a detailed account of the material to be covered each term. They should of course tie in with the overall Scheme of Work (Long Term Plan) for the year. For most subjects, these will contain a weekly breakdown of principal learning objectives and activities. For those subjects which have 2 or fewer lessons each week, this breakdown may be three-weekly. Medium Term Plans may be written by the teacher of the particular group, or may be provided by the Head of Department. These are filed in each Department's handbook, so that they can be drawn upon in an emergency.
- ❖ Short term plans (Daily Plans) are those that teachers write on a weekly or daily basis. In there, learning objectives for each lesson are set out and resources and activities are identified.

EYFS - Reception, Kindergarten & Nursery

The Early Years curriculum is organised into seven areas of learning and development. Refer to Pre-Prep School Curriculum handbooks and policies for further information. Early Years Timetables are in Early Years Policy Files and are published on the school website.

Our principal language of instruction is English.

[Standard 1.Paragraph 2 (2) (c)]

We teach PSHEE/ Citizenship. Further details can be found in the PSHEE/ Citizenship handbook. Our PSHEE/ Citizenship content reflects the school's aims and ethos, encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010Act(a) (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation) and of course plays a part in our preparation of the pupils for later life, for example the Y8 have in their last term a drug talk delivered by an ex-policeman.

[Standard 1. Paragraph 2 (2) (d) (i)], [Standard 1. Paragraph 2 (2) (d) (ii)]

We provide careers guidance for pupils in Years 7 and 8. This guidance is designed to help children to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; and gain information about training, education and occupations beyond school. This guidance is presented in an impartial manner and enables children to make informed choices about a broad range of options and helps to encourage them to fulfil their potential. This is delivered in a variety of ways: requiring children to fill in CV when applying for a Senior School, setting and review targets during Tutoring time, external speakers, interview guidance and practice.

[Standard 1. Paragraph 2 (2) (e) (i) (ii) (iii)]

Pupils below compulsory school age are looked after in Tick Tock and then in the Pre-Prep School Kindergarten and Nursery classes where they follow a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills, for more details please see the EYFS policies and schemes of work. **[Standard 1. Paragraph 2 (2) (f)]**

We do not have any pupils above compulsory school age.

[Standard 1. Paragraph 2 (2) (g)]

Ensuring that all pupils have the opportunity to learn and make progress.

We ensure that all pupils have the opportunity to learn and make progress in the following ways:

- We provide an appropriate allocation of lessons of different subjects giving our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (as illustrated by the lesson allocation grid above)
- We ensure that each child is taught in an appropriate teaching group ensuring that each child has the opportunity to learn and make progress. (as described in the section Catering for All Ages and Aptitudes, above)
- We ensure that each subject's curriculum is carefully structured and planned to ensure that all pupils have the opportunity to learn and to make progress. (see notes below entitled Curriculum Structure).

[Standard 1. Paragraph 2 (2) (h)]

Effective Preparation of Pupils for the opportunities, responsibilities and experiences of life in British Society

As pupils become more senior throughout the school, staff expectations of them naturally increase. Year 8 pupils are given many leadership opportunities and undertake various responsibilities. These include the roles of librarian, prefects, school council, dorm captain and responsibilities such as bus duty and locking up.

[Standard 1. Paragraph 2 (2) (i)]