

ABBOTSHOLME

AN EDUCATION FOR LIFE

Curriculum Policy

A copy of this policy is published in the following areas: The school's website

Curriculum Aims

The school believes in providing an education for the 'whole person'. We aim to give pupils a broad and balanced curriculum that includes experience in the following areas: linguistic; mathematic; scientific; technological/digital; physical; human and social; aesthetic and creative; and economic. We also include in our curriculum subjects that other schools call 'extra-curricular', such as outdoor education, equestrian and work on the farm and estate.

The curriculum takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. The curriculum does 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.

The school continually strives to reassess the curriculum to ensure provision is appropriate for all pupils' needs and is appropriate to the school's ethos.

Five Points of Excellence

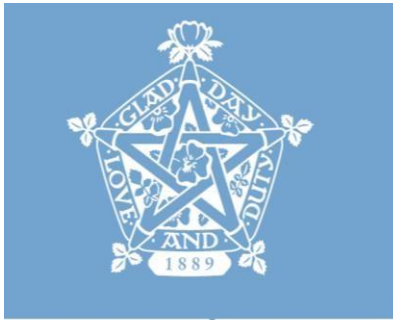
INDEPENDENT BOARDING AND DAY SCHOOL FOR BOYS AND GIRLS AGED 2 – 18

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Reviewed by SRP, Headmaster, GP, Director of Curriculum, & KH, Head of Prep on 05/07/23
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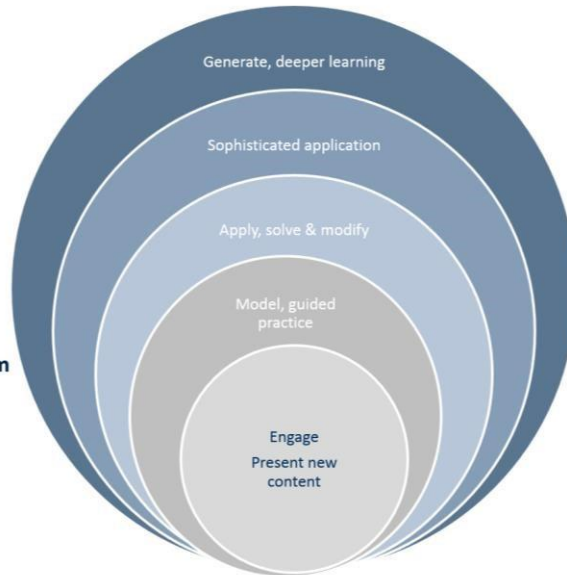
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Holistic academic and vocational curriculum

OED
Equestrian
Sport
Agriculture
Dance
Learning skills
Wellbeing and involvement



Honesty

Integrity

Respect

Humility

Courage



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The Abbotsholme curriculum enables pupils to develop from

- 1. Engage Phase:** Activating Prior Knowledge: Ensuring there is something to connect the learning to.
- 2. Model and Guided Practice Phase:** Initiate the pathway through modelling and guided practice to understand the key concept
- 3. Application and Problem-solving phase:** Challenging Task: Activate the pathway through applications of the key concept and applying it to solve problems or demonstrate proficiency of the key ideas.
- 4. Sophisticated Application Phase:** Apply knowledge, skills and understanding to more sophisticated applications using dialogic feedback for improvement; checking that it's the right pathway and drawing on metacognition.
- 5. Generate deeper learning Phase:** The ability to demonstrate innovative concepts independently. Using spaced repetition to secure long-term connections by re-using the pathway over a period of time in complex functions to create something new.

Broad Aims of the Curriculum

- Educate people for life beyond university and ensure they are ready for the responsibilities and experiences of adult life.
- Enable pupils to make informed choices about each stage in their education and enter their chosen university, college or work place.
- Offer a choice of traditional and vocational subjects.
- Provide adventure inside and out of the classroom.
- Ensure all pupils follow a broad and balanced curriculum.
- Provide a variety of activities which encourage and allow pupils to think and learn for themselves.
- Encourage all pupils to achieve and try to exceed their academic potential through support and subject matter appropriate to their age and aptitudes.
- Enable all pupils to develop their self-knowledge, self-esteem and self-confidence.
- Treat each pupil as an individual and, wherever possible, try to accommodate individual children's needs.

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- Allow children to be happy in their work.
- Give pupils space and time to grow emotionally and academically.
- Develop a culture of service.
- Provide inclusive education for pupils with SpLD, EAL and those with an Education and Health Care Plan/Statement.
- Enable pupils to develop strong skills in speaking, listening, literacy and numeracy.
- Ensure that our pupils are helped to acquire knowledge from a variety of sources and in a variety of ways - written and spoken word, film and television, using ICT, in discussion, in didactic teaching, in experiment, in collaborative work and independent study;
- Teach pupils to work on their own and to work with others;
- Encourage effective communication - written, spoken and visual;
- Encourage the effective and ethical use of ICT;
- Develop in our pupils a critical approach to ideas, to help develop their thought processes and to encourage them to use their imagination;
- Be aware of the demands of the National Curriculum and to follow it in its broad terms.
- Prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society including an understanding of the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

The Curriculum

Early Years Foundation Stage

Abbotsholme Nursery is made up of two classes: age 2-3 years (caterpillars) and 3-4 years (butterflies). Within both classes the children are given the opportunity to explore and learn through play in both indoor and outdoor learning environments. Observations are recorded on Famly in a Learning Journal and this is also cross referenced by staff to show whether children are meeting expectations for their pathway, for the different areas of learning.

The overall aim of the EYFS is to provide a preparation for life. Learning and development is implemented through planned, purposeful play, using the children's interests to develop spaces throughout the day which will enable children to engage in child led activities to aid their development in all areas of learning.

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The Prime Areas are: Personal, Social and Emotional Development; Communication and Language; and Physical Development.

The Specific Areas are: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

During the Reception year there is a gradual shift towards more adult led activities to prepare for more formal learning in Year 1. Reception work closely with both Nursery and the Year 1/2 class to help transition in these important educational stages. Reception use Famly to record observations against the Early Learning Goals to show how each child is progressing in each area of learning.

The three prime areas of learning in EYFS; **Personal, Social and Emotional Development; Communication** and Language and Physical Development are assessed in the statutory progress check for children aged between 24 and 36 months (2014 Statutory Framework). The teachers and children make considerable use of whole school facilities including use of the farm, estate, equestrian, music department and dance areas.

Prep

Key Stages 1 and 2

The Prep School broadly follows national curriculum requirements but is not constrained by these. In academic terms this means that English and Maths are taught daily. The remaining subjects, Science, PSHCE and Relationships Education, History, Geography, Performing Arts Digital Learning, Music, Art and Design, PE, Games and Modern Languages, are taught throughout the week, ensuring that each individual receives a broad, balanced and relevant education. All pupils have regular access to the farm and estate, Forest Schools (KS1) or Outdoor Education (KS2) and also our sports facilities in Games/Physical Education.

Yr1 and Yr2 (KS1) are taught most subjects by their class teacher. Subjects like Music, PE and Games, Forest schools, Equestrian and Farm are taught by specialist teachers. Pupils have

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access to the whole school facilities and resources, which provide many opportunities for enhancing their learning experiences.

Children across the Prep school from Nursery to Year 6 have swimming lessons at Ashbourne Leisure Centre to work towards meeting the minimum standards for water safety and swimming competency. During the Summer term, opportunities also arise whereby they can also use the outdoor swimming pool on the school premises.

In KS2 pupils are taught many subjects by their class teacher. They use Senior School facilities with specialist teachers for certain subjects, such as Modern Languages, Music, Performing Arts, PE, Games, Outdoor Education, Farm, Equestrian and Science (Years 5-6 only).

Curriculum work is carefully differentiated to meet the needs of all pupils within the class and the school estate is used extensively to enhance learning and bring the curriculum content alive and relevant to everyday skills. Any Learning Skills lessons are arranged in accordance with individual pupils' timetables.

Individual pupil progress is carefully monitored through the use of regular summative assessment by class teachers and formative assessment in the form of Pira (English Reading) and PUMA (Mathematics) tests which give standardised scores.

Senior School Key Stage 3 Arrangements

The Senior school (Years 7-13) operates a fortnightly timetable. There are 35 lessons per week, each lesson is 55 minutes in duration.

The curriculum taught is compulsory – there are no optional/elective subjects as in the Keystage 4 (GCSE/IGCE/BTEC) and Keystage 5 (AS/A Level/BTEC) curriculums.

Subject	Lessons per fortnight		
	Year 7	Year 8	Year 9
English	8	8	8

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Mathematics	8	8	8
Science	7	7	1
Biology	0	0	2
Chemistry	0	0	2
Physics	0	0	2
French	3	3	3
Spanish	3	3	3
Technology	3	3	3
Art	2	2	2
Performing Arts	2	2	2
Games	4	4	4
Geography	3	3	3
History	3	3	3
Digital Learning	2	2	2
Music	2	2	2
PE	2	2	2
Practical Carousel	6	6	6
(Agriculture, OED & Performing Arts)			
PSHCE	2	2	2
Activities	6	6	6
Enrichment	4	4	4
Total	70	70	70

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- There are 2 teaching groups in Years 7, 8 and 9.
- Pupils are set according to ability, in Mathematics, English and Science during from Year 7. These sets are reviewed regularly.
- All other subjects are mixed ability groups.
- The Enrichment programme gives the students the choice of a range of activities not covered by the curriculum. This includes activities such as Young Farmers Club, Show choir.
- At the start of each term an Activities programme is published to pupils, it is compulsory for all students. These are sporting and non-sporting activities that students and choose from.

Additional notes:

Learning Support Provision.

Pupils who have a specific learning difficulty receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the Learning Skills policy. Pupils who have Learning Support Tuition are usually removed from French and/or Spanish lessons
Some Pupils are provided with a Classroom Assistant.

English as an Additional Language Provision.

Pupils who have English as an Additional Language (EAL) receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the English as an Additional Language policy.

Key Stage 3 Science

Pupils in Year 7 & 8 receive general Science tuition. Year 9 pupils all receive separate Science tuition.

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Key Stage 3 Practical Subjects

Years 7, 8 and 9 receive tuition in practical subjects (Agriculture, Equestrian and Performing Arts). These are delivered in a half-termly carousel of 3 periods per week.

Personal, Social, Health and Citizenship Education (PSHCE)

This is delivered to pupils in years 7,8 and 9 by the PSHCE department for 2 lessons per fortnight. This provision is supplemented by a Tutorial period (Tuesdays and Thursdays) which is delivered by the Year Tutor. PSHE is the responsibility of all staff.

Key Stage 4

Subject	Lessons per fortnight	
	Year 10	Year 11
English	9	9
Mathematics	8	8
Biology	4	4
Chemistry	4	4
Physics	4	4
Games	4	4
PSHCE	2	2
Activities	6	6

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Enrichment	4	4
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
Option 5	5	5
Total	70	70

- There are three teaching groups in both Year 10 and Year 11 for core subjects.
- Pupils are set according to ability in Mathematics, English and the Sciences. These sets are reviewed regularly. Set 1 Science study the separate Sciences, the other sets study Combined Science.
- All pupils follow a core of subjects and then have a choice of optional subjects.
- Core subjects are those listed above.
- Option subjects are taught in mixed ability groups.
- Option subjects are Agriculture, Art, Business Studies, Citizenship, Equestrian, Geography, History, Creative Media Production, Music, Dance, French, Outdoor Education, PE, Performing Arts, Photography, Spanish and Technology
- Details of the Key Stage 4 curriculum are published annually to parents in the GCSE options booklet. This is provided to parents of Year 9 in the Autumn Term.
- The Enrichment programme gives the students the choice of a range of activities not covered by the curriculum. This includes activities such as Young Farmers Club, Show choir.
- At the start of each term an Activities programme is published to pupils, it is compulsory for all students. These are sporting and non-sporting activities that students and choose from.

Additional notes:

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Learning Support Provision.

Pupils who have a specific learning difficulty receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the Learning Skills policy. This support is usually delivered through the student choosing it in an option block. Those receiving support may have a further reduced range of subjects to reflect their needs. This decision is made after consultation with the pupil, their parents and the Deputy Head.

English as and Additional Language Provision.

Pupils who have English as Second Language (EAL) receive specialist tuition for which there is no additional charge. Details of the arrangements for this tuition are provided in the EAL policy. This support is usually during the mainstream English lessons.

Personal, Social, Health and Citizenship Education (PSHCE)

This is delivered to all pupils by the head of PSHCE for 1 lesson per week. This provision is supplemented by a Tutorial period (Tuesday and Thursday) which is delivered by the form Tutor. PSHCE is the responsibility of all staff. There is also a fortnightly, one hour, tutorial period that affords the opportunity for whole Year group or whole school talks/sessions.

Public Examinations.

All pupils in Year 11 are entered for national GCSE/IGCSE/BTEC. examinations.

Sixth Form AS/A Level/BTEC

Subject Choices

The subject choices listed below are offered

A Level
Art & Design Fine Art
History

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	Biology		Design & Technology
	Business Studies		Mathematics
	Chemistry		Further Mathematics
	Chinese		Music
	Photography		Physics
	English Literature		Psychology
	French		Economics
	Geography		
BTEC	Agriculture	BHA	Equestrian Studies
	Dance		
	Performing Arts		
	Physical Education		
	Outdoor education		

- Most pupils study a combination of A levels and BTEC courses. The school recommends each pupil study the equivalent of 3 subjects at A-level.
- The above model is not compulsory; guidance is given to pupils, as to the most appropriate number and combination of subjects, by the Deputy Head and the Head of Sixth Form. Reference is made to the pupil's GCSE results, career aspirations and any specific learning needs.
- External examinations can be taken in the Summer Term, May and June, in both the Lower and Upper Sixth. The Lower Sixth are only entered should they be deemed to be in a position to perform well or wish to only complete an AS Level.
- Sixth Form subjects normally have 10 lessons, of an hours' duration, per fortnight. There is some flexibility in this allocation depending on the size and capabilities of the teaching group.
- All pupils are expected to participate in both an Activities and Games. This requires them to attend on Wednesday Afternoon sports and activities programme and 2 lessons of Games per week.
- Sixth Form pupils have the opportunity for private study during non-contact lessons. The Sixth Form centre and the Library are available for this study.

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- Sixth Form pupils with a Specific Learning Difficulty can receive specialist help from the Learning Support Department. There is no charge for this provision which can be on a drop in basis or by regular appointments.
- Sixth Form pupils requiring EAL provision receive lessons appropriate to their needs. Students can be entered for the IELTS examinations in Year 12.
- Sixth form students are encouraged to study for the Extended Project Qualification (EPQ). This is supported through a dedicated lesson every week.

Wednesday Activities

For senior pupils, Wednesday afternoon is devoted to activities. Pupils choose which activities they wish to do, subject to availability. There are many choices available, such as:

Hockey	Football	Fitness suite
Clay Pigeon Shooting	Equestrian	Badminton
Archiving	Art	Running – couch to 5k
Yoga	Outdoor Education	Cricket
Rounders	Netball	Boxing
Climbing	Bird ringing	Circus skills

Careers Education

Careers education and guidance (see Careers Policy) is overseen by the Head of Careers

Careers education and an appreciation of the world of work are important to the development of the whole person and preparation for life. In line with the school ethos the careers education programme is designed to enable the pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work and to the choices they make at each stage of their school life. The pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, with no favouritism or bias towards one

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particular education or work option or another. This enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Stereotyping is avoided so that boys and girls from all backgrounds consider the widest possible range of careers.

At the heart of our careers education are two psychometric tests, one taken in Year 9, testing interests and personalities, then another in Year 11 testing interests, personality and aptitudes. From this all students receive a tailor-made careers report based on their responses, which forms the basis for further research, interviews, tutor-led activities and support. All students are recommended to complete at least one work placement in the school holidays; additionally, Year 9 students complete one day of work experience in the summer term.

Aims of the Careers Education Programme

1. Careers guidance to help pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into the world of work.
2. Careers information: Accurate, comprehensive and accessible information is available in the Careers Library on the Morrisby and Unifrog websites to help pupils make well informed and appropriate career choices and decisions.
3. Advice and support at key transition points. The support provided aims to enhance awareness of self, occupation and opportunity. The awareness of the consequences of choices and the implications for transition are considered at the following stages:
 - a. Year 9 – GCSE/BTEC options.
 - b. Year 11 – Sixth Form, college, employment or apprenticeships.
 - c. Year 13 – University, employment, apprenticeship or a gap year.
4. Identifying skills for employability. We aim to foster self-reliance, people skills and interpersonal communication, general employment skills such as time management and financial management and specialist skills such as IT skills.
5. Community Interaction. Pupils' interactions with the local wider community have a significant influence on their preconceptions about the world of work and their decision making. We aim to promote this through Duke of Edinburgh, Round Square, the Careers fair and work experience placements.

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Monitoring

The curriculum policy is monitored by the Deputy Head through discussion with the Headmaster and the SMT. There is a programme of lesson observation and sampling of pupil work. The Headmaster and Deputy Head undertake a formal review of exam results.

Heads of Department monitor policies relating to the curriculum within their subject areas.

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