



ASHVILLE

Curriculum Policy

Senior/Prep/Pre-Prep

Member of staff responsible:

Deputy Head Academic

Head of Prep School

Head of Acorns Pre-Prep School

Last reviewed January 2026

Next review due January 2027

The policy requires ELT approval

Location: Office 365/Website/Parent Portal

Definition of Terms

A Level	GCE General Certificate of Education Advanced Level
ALIS	Adaptive baseline assessment for pupils aged 16 to 18 to identify likely performance at A Level
BTEC	Business and Technology Education Council
BV	British Values
College	Ashville College, including the Boarding Houses, Early Years, Prep School, Senior School and Sixth Form
GCSE	General Certificate of Secondary Education
GL Assessments	A provider of formative assessments to schools in the United Kingdom
ICT	Information and Communications Technology
IES	International English Studies
MFL	Modern Foreign Languages
MidYis	Middle Years Information System – a test to measure ability and aptitude for learning rather than achievement
PLT	Prep School Leadership Team
Oxbridge	A portmanteau of "Oxford" and "Cambridge", to refer to them collectively
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
Yellis	An adaptive baseline assessment for pupils aged 14-16

Policies to be read in conjunction with this policy

- College Mission Statement
- Careers Policy
- SEND Policy
- EAL policy
- PSHE policy
- RSE policy

1 Introduction

- 1.1 This policy applies to all members of our College community, including those in our Early Years setting.

- 1.2 As part of our College Mission Statement, we require that: *'...pupils maintain high educational standards in all their academic, cultural and sporting activities, stimulating excitement in learning and requiring discipline in study, whatever the ability of the pupil.'*
- 1.3 We strive to achieve this by offering a challenging curriculum that caters for all pupils in every year group and by offering a wealth of Co-curricular activities for our pupils – predominantly Sport, Music and Drama – to balance the high demands placed upon them in the classroom.
- 1.4 Thus, the College's aim is to be a place of learning and scholarship. The curriculum policy of the three constituent parts of the College reflects this aim. Our vision is that our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging, and scholarly. Pupils study a wide range of academic subjects up to Year 9. They develop and perfect key intellectual skills in a broad cultural and historical context, so that they can make sense of their learning as a coherent whole. While we want pupils to know things, we also encourage them to weigh the evidence and to be critical of what they hear, see, and read. We take account of the ability of every pupil and ensure that each is challenged and her or his talents fostered. When pupils leave Ashville, we want them, of course, to have the skills for the future (such as in Higher Education and the workplace); but also, we want them to be knowledgeable and informed young people who have the skills to sustain a life-long love of learning.
- 1.5 The College ensures that its curriculum complies with regulatory requirements. As part of this, The College will ensure that:
- 1.5.1 all pupils have access to the curriculum, and that all pupils have the opportunity to learn and make progress (including those with special educational needs or learning difficulties) and that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society; and
 - 1.5.2 this curriculum policy is supported by appropriate plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those pupils with special educational needs and/or an Education Health Care Plan. Our curriculum supports fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Curriculum provision at the College also precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.
- 1.6 The College's curriculum content and teaching, both in curricular and in co-curricular activities (whether on or off site) take into account the College's responsibilities under the Prevent Duty.

1.7 The structure of the College and its three schools is set out below.

Age	NC year	Key Stage					
2-4	Acorns	EYFS Foundation	Pre- Preparatory				
4-5	Reception						
5-6	1	KS1 (Y1 + Y2) KS 2 (Y3-Y6)		Prep School			
6-7	2						
7-8	3						
8-9	4						
9-10	5			Y1-6 Prep School			
10-11	6						
11-12	7						
12-13	8	KS 3					Senior School
13-14	9						
14-15	10						
15-16	11	KS 4					

2 The Curriculum – Whole College (see separate EYFS curriculum)

- 2.1 Through the curriculum we provide opportunities for all pupils to experience education in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, spiritual, moral and cultural and physical education. This is achieved through a range of different subjects as well as through more general aspects of a pupil's experience in school, such as through e.g. PSHE, assemblies, our Careers and co-curricular programme.
- 2.2 Linguistic: e.g. Pupils develop their communication skills and increase their command of language through listening, speaking, reading and writing through a variety of subject areas, such as English Language and a modern foreign language.
- 2.3 Mathematical: e.g. Pupils develop their knowledge and understanding of mathematics through the study of a broad, progressive mathematics curriculum which gives all pupils opportunities to develop numeracy, reasoning and problem solving.



- 2.4 Scientific: e.g. Pupils' increase their knowledge and understanding through a Science curriculum that covers substantive knowledge, practical discovery and data analysis.
- 2.5 Technological: e.g. Pupils develop a range of ICT skills in relation to information literacy, staying safe online, programming and graphics design through work in Design and Technology, Computer Science and the school iPad programme.
- 2.6 Human and Social: e.g. Pupils develop an understanding through the study of humanities subjects and the wider PSHE programme in addition to the extensive cocurricular programme.
- 2.7 Physical: e.g. Pupils develop their physical control and co-ordination and acquire knowledge and understanding of the principles of fitness and health through PE/Sports lessons every week.
- 2.8 Aesthetic and creative: e.g. There are aesthetic and creative aspects to all subjects, but those that make a particularly strong contribution are Art, Music, Drama, English literature to GCSE and developing creative writing through English language.
- 2.9 Spiritual, moral and cultural: e.g. Pupils develop this through the ethos of the College as expressed in the pastoral system and care and through their study of RS, Geography, PSHE, and assemblies.
- 2.10 The College's PSHE curriculum is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. All pupils participate in the College's PSHE programme. See the PSHE Policy for further information.
- 2.11 The College upholds the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and this is at the heart of all aspects of our community. These values are actively promoted in every facet of school life. The College ensures that these principles and values are actively promoted to:
- enable our pupils to develop their self-knowledge, self-esteem and self-confidence;
 - enable our pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage our pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - enable our pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- 2.12 Our curriculum also supports our pupils to develop the values, skills and behaviours they need in life. This is through a varied provision curricular and co-curricular activities to support our pupils in making a positive contribution to society.

3 The Curriculum – Prep School

- 3.1 In Years 1 to Year 2, there are six periods per day, each being 50 minutes long except the last period being 35 minutes.

In Years 3 to Year 6, there are also six periods per day, each being 50 minutes long.

- 3.2 In the Prep School, all children are taught English, Maths, Science, Design & Technology, Geography, History, Computing, Music, Art, Physical Education, Religious Education and PHSE. Modern Foreign Language teaching in the Prep School is designed to give pupils an introduction to French and Spanish; these reflecting the languages taught in the Senior School.
- 3.3 Subjects are delivered by appropriately qualified teaching staff from across the College including form teachers, other class teachers, subject specialist teachers, peripatetic teaching staff and visiting teachers where appropriate.
- 3.4 The curriculum is delivered through a two-week timetable (A and B weeks) although the impact of such a timetable on the Prep is minimal with most subjects being scheduled at the same time every week.

4 The Curriculum – Senior School

- 4.1 The timetable is divided into 60 periods over a two-week timetable (A and B weeks). There are six periods per day, each being 50 minutes long. An overview of how these periods are allocated can be seen in Appendix 1.
- 4.2 In Years 7, 8 and 9, pupils follow a traditional foundation course including all core subjects (Mathematics, English, Science and Modern Foreign Languages) as well as ICT/Computing, Food and Nutrition, Music, Art, Design & Technology and Drama. Most pupils study two Modern Foreign Languages in each of these years. All classes are taught as form groups or mixed ability groups except for Mathematics and Modern Foreign Languages, where pupils are taught in sets according to their ability or, where this is not possible, according to their language option choice. All forms are mixed ability.
- 4.3 In Years 10 and 11 pupils follow a GCSE curriculum consisting of the core subjects together with three optional subjects chosen from 16 different subjects. Guidance is given over the formation of a sensible set of subjects and university/career implications are discussed. There is no other compulsion on pupils as regards these further choices. Pupils make their choices, and the blocking system is drawn up to accommodate the first choices of as many pupils as possible. Pupils are no longer taught as form groups but continue to be taught in sets in Mathematics Science and Modern Foreign Languages (where numbers allow). Our year 11 pupils will typically sit between eight and eleven GCSEs or equivalent. In addition, able pupils study a GCSE in Further Mathematics.
- 4.4 Our Year 10 and 11 Scientists follow either the AQA Combined Science Award (Trilogy) specification in Science or the Separate Science GCSE specifications. The difference is increased content in Biology, Chemistry and Physics with the Separate Sciences GCSE and the outcome being that they will receive three GCSE grades at the end of Year 11, instead of the Combined Science pupils who will receive two GCSE grades. A decision is made following the Year 11 mock examinations, in conjunction with pupils and parents, to enter for the Double Award those pupils who may find the larger amount of content in the triple system too much.

- 4.5 In the Sixth Form, we follow a traditional A Level programme. Pupils should have achieved at least five GCSE passes grades 9 to 4 with a minimum GCSE grade 6 in their chosen sixth form course (if that subject was available to study at GCSE) to guarantee their place in the Sixth Form. For A Level Mathematics and Physics, we stipulate that pupils have grade 7s for entry to these courses. We offer 25 different A Level subjects, and there are four different academic 'pathways' regarding subject choices in the new linear A Level regime. We no longer enter our pupils for AS-level examinations. Our Upper Sixth pupils will typically sit between three and four A Levels. A BTEC Diploma in Sports Studies, an equivalent course to two A Levels forms part of our provision, along with separate BTECs in Business and a Cambridge Technical in Performing Arts each worth the equivalent of one or two A Levels.
- 4.6 We also offer an extensive Personal, Social and Health Education and Wellbeing programme to pupils of all ages. In the Sixth Form we offer an additional Enrichment programme.
- 4.7 The importance of British Values (BV) permeates our actions. As well as playing a key role in our Assemblies, much time has been spent highlighting the teaching opportunities which allow for BV integration within the curriculum. They are not standalone educational issues; they underpin all that we do.

5 Provision for Pupils with Specific Learning Difficulties and for Pupils with an Education Health and Care Plan

- 5.1 At the College we support and value the abilities of the pupils. It is our duty to provide equal opportunities for every Pupil in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.
- 5.2 The College adopts a 'whole school approach' to special educational needs. Staff work to ensure the inclusion of all Pupils. The College is committed to ensuring that Pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. To this end, the College has procedures and mechanisms in place to help identify where a pupil may need additional support and enable those with special educational needs to access the curriculum and the College's educational provision.
- 5.3 Our Learning Support department is dedicated to offering help to our pupils with specific learning difficulties in all year groups. This help can be organisational, practical, or subject-specific. The College has an approach that ensures these pupils are identified and that appropriate support is put in place for them. However, it is the responsibility of every class and subject teacher to meet the needs of a pupil with a learning support need through accurate planning, differentiation, appropriate in class support and a clear understanding of the pupil's profile and need. If there are concerns about a pupil then this is raised with the Learning Support department who will work with the child, parents, and teachers to assess the child and see what additional support is required if any.
- 5.4 The College works with the relevant Local Authority to provide provision for any child attending the school with an Education, Health and Care Plan and that the education provided fulfils its regular reviews of this provision will aim to secure the best possible outcomes for the child as they move through their school life.
- 5.5 The College has a full time Director of Learning Support who is responsible for all access arrangements. Further details of this provision can be found in our Special Educational Needs and Disabilities (SEND) Policy.

- 5.6 Pupils who have English as an additional language will be supported by their classroom teachers. Please see the EAL Policy for further information.

6 Careers

- 6.1 Careers guidance is an essential part of the support we offer to pupils at Ashville College.
- 6.2 Effective careers support can help to prepare young people for the opportunities, responsibilities, and experiences of life in British Society; it can help them to make decisions and manage transitions as learners and workers.
- 6.3 A programme of careers support, information and guidance is delivered across the Senior School through PSHE, Future Ready events and external speakers to ensure high quality provision reflecting the latest needs of the job market and to support our pupils in making informed decisions about their future. The College ensures that pupils in the Senior School receive accurate and up-to-date careers guidance that:
- is presented in an impartial manner;
 - enables them to make informed choices about a broad range of career options; and
 - helps to encourage them to fulfil their potential.
- 6.4 Further information on Careers and Further Education guidance can be found in the Careers Policy.

7 Homework

- 7.1 Homework is an integral and important part of learning for Ashville pupils. Homework is set in order to encourage pupils to develop the skills, confidence, motivation and self-discipline needed to study effectively as independent and life-long learners. Homework helps to consolidate, reinforce and extend what pupils know, understand, and can do at school, to extend school learning: not all learning takes place at school, to involve parents and carers in pupils' learning and keep them informed about what pupils are doing at school and help pupils to get to grips with managing particular demands, such as GCSE/ A Level coursework. Homework is set via Microsoft Teams.
- 7.2 In the Prep School, spellings are set on a weekly basis, and children are expected and encouraged to read regularly and for pleasure. Children are also asked to complete mathematical activities.
- 7.3 Further learning opportunities are put on Seesaw for children to complete as homework. Completion of these activities are designed to be complementary to the curriculum and exciting and enriching. The aim is for children to extend their learning rather than doing 'more of the same' and for pupils to research, read, write, create, draw, design, make, test, build, refine, review rather than repeat existing knowledge or do 'another worksheet'.
- 7.4 In the Senior School, homework is set regularly and is marked in line with the Ashville Senior School Assessment (and Monitoring) Procedure, and in line with individual departmental marking and assessment policies. Heads of Year 7 and 8 set their own homework timetables, which are published at the start of the academic year. To promote wellbeing and flexibility teachers can set homework in other year groups at their discretion but in line with their departmental policy.



8 Assessment

- 8.1 Assessment in the College is 'High Frequency and Low Stakes' with teachers using several methods to make judgments about pupil progress based on the latest scientific and pedagogical research into best practice. The Prep School does not complete SATs, and this is a deliberate decision to move away from an unhelpful test culture that narrows learning and impoverishes the curriculum. The Senior School enters pupils for a range of qualifications including I/GCSE, A Levels, BTECs, Cambridge Technicals and appropriate EAL qualifications.
- 8.2 Children are assessed across the Prep School using GL Assessments: Progress in Maths and Progress in English at the end of the academic year, as well as GL CATS testing at the start of Year 3. We also use the termly White Rose Mathematic assessments. In Years 3-6, we use Accelerated Reader where children will complete termly assessments to track their reading progress as well as informal quizzes once they have finished their reading books. In the Senior School baseline testing is done using MidYis, Yellis and ALIS which is used to inform pedagogy and inform target setting. Other tests can and are used where necessary e.g., dyslexia screening products by the Learning Support Department.
- 8.3 Teacher assessment is important and the suite of assessments that are used are designed to complement teacher judgment rather than replace it. The use of data forms part of our professional dialogue and discussion with all stakeholders. Relevant stakeholders review data for trends and to gain an overall understanding of academic profile and performance.

9 Academic Tutoring – Senior School

The Academic Tutoring programme is a joint academic and pastoral venture which runs once per week, replacing form registration and assembly. The aim of the programme is for form tutors to be proactively involved in their pupils' academic progress. They discuss a whole number of relevant academic issues with their pupils, from questionnaires to target grades to pupil work scrutiny. The programme is different for each year group and is coordinated by the relevant Head of Lower or Upper School or the Head of 6th Form with the Deputy Heads taking an oversight of the whole programme.

10 Monitoring the Curriculum

The curriculum is monitored regularly and through a variety of methods led by the PLT/ELT and Subject Leaders/Heads of Department and others where appropriate. Curriculum walks, book scrutiny, curriculum audits, staff questionnaires, pupil questionnaires, formal and informal lesson observations etc. are used for monitoring purposes.

The aim is to ensure that curriculum breadth, coverage, progression, challenge etc. are being achieved for all pupils and that current and best practice is being achieved.

11 The Curriculum – Foundation Stage

- 11.1 Our Early Years curriculum provides our children with quality learning experiences which are structured, balanced, and relevant.

Our aims are:

- To provide a safe secure stimulating environment where children can learn and thrive.
- To provide a broad and balanced exciting curriculum with substance for every child.
- To support children in becoming confident and inquisitive.
- To provide a language rich environment where quality of expression is valued.

- To teach each child as an individual, ensuring their needs are met and different learning styles are provided for.
- To ensure we have a close working relationship with parents.

Our curriculum will enable children to develop personally, socially, emotionally, spiritually, physically, creatively, and intellectually.

11.2 Principles and Objectives

We follow the Statutory Framework and guidance set out in the Early Years

Foundation Stage (EYFS) document. This works on four main principles:

- Every child is a **Unique Child** – who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments – with teaching and support from adults** who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- **Importance of Learning and Development** – children can learn at different rates and in different ways.

In planning and guiding what our children learn we first observe how they learn and reflect on the different rates at which they are developing. Early Years Practitioners and Reception teachers have a sound understanding of the characteristics of effective learning.

The following sub-sections and bullet points set out in outline the qualities we seek to instil in our pupils:

11.2.1 Planning and Exploring

- Engagement
- Finding out and exploring
- Playing with what they know
- Being willing to have a go

11.2.2 Active Learning

- Motivation
- Being involved and concentrating
- Keep trying
- Enjoying what they set out to do.

11.2.3 Creative and Critical Thinking

- Thinking
- Having their own ideas
- Making links
- Working with ideas.

11.3 Areas of Learning

The Early Years Curriculum is divided into seven areas of learning. These enable the essential characteristics of successful academic work and personal development to be developed. They build a foundation for igniting children's intellectual curiosity and an enthusiasm for

forming relationships which will allow them to thrive throughout their educational experience.

Prime Areas of Learning

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas:

11.3.1 Communication and Language

We offer a language rich environment for children to develop confidence in speaking and listening so that children become comfortable using a range of vocabulary and language structures. The adults with whom the children engage in conversation and commentaries on what they are doing extend expression and oral accuracy throughout the day. Storytelling, rhymes, and songs build and embed new words.

11.3.2 Physical Development

Opportunities for children to be active developing gross motor and fine motor skills are vital for all year-round development. Indoor and outdoor play activities provide time for children to develop strength, coordination, balance, stability, and spatial awareness. Small world, puzzles, crafts and using tools repeatedly builds fine motor control and confidence. Children are helped to understand the importance of healthy choices and a healthy lifestyle.

11.3.3 Personal, Social and Emotional Development

Children's personal, social, and emotional development is crucial for them to lead healthy and happy lives with a positive sense of self and others, to form positive relationships and develop respect for others. Children are supported to manage their emotions and behaviours and to have more confidence in their own abilities. With staff guidance, children will learn to look after themselves, including healthy eating, and how to co-operate, negotiate and resolve conflicts.

Specific Areas of Learning

The College will also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm:

11.3.4 Literacy

Our curriculum supports children to develop their knowledge of the sounds and letters that make up words, how to handle books and teach them how they can be a source of stories and information. Our Early Years environment supports mark making and writing. Children learn of the purposes for which writing is used and are encouraged to attempt to write themselves.

11.3.5 Mathematics

Our curriculum supports children to develop a strong grounding in number, shape, space, and measure. Children develop an understanding of how much, how many, how far and how big. They look at patterns, shapes of objects, parts of objects and the space taken up by objects. Children are taught to count and to use numbers and counting to answer questions about how many, how much, how big, and how far.

Frequent and varied opportunities help our children build and apply their mathematical understanding.

11.3.6 Understanding the World

We support children in making sense of the world around them. We provide opportunities for them to learn about and explore the natural world and how it works as well as the man-made world. Opportunities to learn about and use technology provides children with experiences to develop skills for their futures. Learning about their own and other cultures enriches and widens their understanding of a diverse world.

11.3.7 Expressive Arts and Design

Children have regular opportunities to explore and engage in creative activities through a wide range of media and materials. Using paint, materials, music, dance, and role play they can express their ideas and feelings.

11.4 Observations and Assessments

We observe children to assess their learning and development and then reflect on their progress. We use observations as a tool to understand what our children know and can do, and how we can build on those achievements to plan further learning experiences and opportunities.

11.4.1 Aim

We aim to know and understand each child's level of development to ensure our planning meets their diverse needs. We will fully support learning and development valuing children's progress and achievements while we also work in partnership with parents.

We build on what children already know and can do while ensuring all our children feel valued, secure, and included. We want learning to be a shared process where they learn with the support of well qualified and experienced staff who are actively involved and interested.

As children need the support of parents and teachers to make good progress in school, we strive to build positive links with parents by keeping them informed about the way in which the children are being taught and how their child is progressing. If the College has any concerns about a child's progress in any prime area, we will discuss this with the child's parents and agree how to support the child.

Our EYFS setting takes reasonable steps to provide opportunities for children to develop and use their home language when they play, supporting their language development at home.

11.4.2 Observations

Each child in EYFS is assigned a key person to help ensure that every child's learning and care is tailored to meet their individual needs. Key workers carry out regular ongoing observations on adult-led and child-initiated activities focusing on what their child can do, how they are learning and what their interests are. From these observations, practitioners plan the next steps for learning which are built into the planning and environment of Acorns.

11.4.3 Assessments

We use assessment to recognise children's progress, understand their needs and learning styles to plan activities and support them. Formative assessment is an integral part of the learning and development process and feeds into providing parents with up to date information about a child's progress and development.

11.4.4 Progress Check at Age 2

In Little Acorns when children are between the ages of 2 and 3, practitioners review their progress in the prime areas of learning. The assessment identifies the child's strengths and areas where their progress is less than expected. If there are any areas for concern, or a special educational need or disability is observed, our practitioners, together with the Head of Acorns Pre-Prep, will create a plan to support that child's future learning and development. A written summary of the progress check at age 2 is given to the parents and they are encouraged to share the information with other Early Years settings their child may attend.

11.4.5 Assessment at the start of the Reception Year - Base Line Assessment

Reception teachers make a baseline assessment within the first six weeks of each child starting Reception. This is used as a starting point along with information from Acorns and the 'All about me' booklet and gives teachers a picture of where children are as they start more structured learning.

11.4.6 Assessment at the end of the Early Years Foundation Stage

During the Summer Term, Reception teachers complete the EYFS profile on each child. This assesses their level of development against the Early Years learning goals and whether they are still working towards them or have exceeded them. This profile gives teachers and parents a well-rounded picture of a child's knowledge, understanding and abilities and their readiness for Year 1. Teachers use their knowledge and professional judgement of what stage of development each child is at.

Ashville will share the results of the Profile with parents and discuss children's achievements, successes, and journey through Reception since their base line assessment the previous September.

11.5 Fundamental British Values in Acorns

The fundamental British values are embedded in the Early Years Foundation Stage curriculum, by teaching our children British values from a young age they will grow into tolerant, accepting adults.

11.5.1 Democracy

- We let all children know that their views count and encourage all our children to respect each other's opinions and values.
- We provide opportunities and activities that involve turn taking, sharing and collaboration.
- We provide opportunities for children to develop enquiring minds where questions are valued and encouraged.

11.5.2 Rule of Law

- We ensure children understand their own and others' behaviour has consequences, helping them to distinguish between right and wrong.
- We work with children to agree rules, ensuring they know why they apply to everyone, and we talk with them about why we have rules and codes of behaviour.

11.5.3 Individual Liberty

We provide many opportunities for children to develop self-esteem and confidence in their own abilities. We encourage them to talk about their experiences and learning and we allow them to take risks (scaffolded by adults) e.g., on outdoor equipment.

We encourage children to explore the language of feelings and responsibility. We use children's experiences to talk about differences and encourage them to understand everyone is free to have different opinions.

11.5.4 Mutual Respect and Tolerance

- We encourage and explain to the children the importance of tolerant behaviours, sharing, caring, taking turns, and respecting each other's opinions.
- We promote diverse attitudes and challenge stereotypes through stories that reflect and value the diversity of children's experiences.
- We provide resources and activities that challenge gender, cultural and racial stereotyping.
- We create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are equally valued.
- We arrange visitors where children can engage with the wider community.
- We encourage children to talk about and respect their own and other cultures by discussing similarities and different families' make ups, faiths, communities, cultures, and traditions.
- We share and celebrate different practices and traditions.
- We will challenge gender, cultural and racial stereotyping and help the children develop an understanding of people, families, and communities beyond their own and celebrate each other's differences.

The Head of Acorns Pre-Prep actively promotes equality and diversity and British values - it is at the heart of our EYFS curriculum. We teach children the language of feelings and give them opportunity to reflect on the difference with support.

Appendix 1

Curriculum Times in Senior School

The figures below refer to the numbers of 50-minute lessons allocated in a fortnightly cycle.

KS3 (Y7-Y9)

Subject	Period Allocation		
	Y7	Y8	Y9
English	8	8	8
Maths	8	8	8
MFL 1	4	4	4
MFL 2	4	4	4
Latin	0	2	2
Geography	3	3	3
History	3	3	3
RS	3	3	3
Science	7	7	9
Technical (Y8 & Y9 = Art, DT, F&N – Y7 Art, DT, Music) 7, 8 Fixed; 9 Circus	6	6	4
4 th Technical (F&N Y7, Music Y8, Y9)	3	2	2
Drama	2	1	1
Computing	2	2	2
PE	2	2	2
Games	4	4	4
Wellbeing	1	1	1
Total	60	60	60

KS4 (Y10, Y11)

Subject	Period Allocation	
	Y10	Y11
English	7	8
Maths	7	8
Biology	5	4*
Chemistry	5	4*
Physics	5	4*
MFL	6	6
Option 1	6	6
Option 2	6	6
Option 3	6	6
Games/Activities	6	6
Wellbeing	1	1
Total	60	60

*Some Science sets receive an extra period on an ad hoc basis based on GCSE requirements



KS5 (Y12, Y13)

Subject	Period Allocation	
	Y12	Y13
Block 1	12	12
Block 2	12	12
Block 3	12	12
Block 4	12	12
Games/Activities	6	6
Private Study/Other	2	2
PHSE	4	4
Total	60	60

Curriculum Times in KS2

Subject	Period Allocation (Y3/4)	Period Allocation (Y5/6)
English	6	6
Library	1	1
Mathematics	6	5
Science	2	2
Art/DT	2	2
Games	2	2
MFL	2	2
Performing Arts	1	1
Music	1	1
Geography/History	2	3
IT	1	1
PE	1	1
Swimming	1	1
PHSE	1	1
RS	1	1
Total	30	30



Curriculum Times in KS1

Current Ashville KS1 allocation is as follows

	Hours: minutes approx. for subjects taught each week	Total Hours approx. over one year of 33 weeks	Percentage* of a 22 hours 55 minutes teaching week
English (Inc. phonics)	6 hours 20 minutes (400 minutes)	220 hours	28.9%
Maths	4 hours 20 minutes (260 minutes)	143 hours	18.8%
Science	1 hours 30 minutes (90 minutes)	40 hours 30 minutes	6.5%
DT and Art (DART)	1 hours 30 minutes (90 minutes)	49 hours 30 minutes	6.5%
Computing / ICT	45 minutes	24 hours 45 minutes	3.2%
Humanities (History/Geography)	1 hours 30 minutes (90 minutes)	49 hours 30 minutes	6.5%
Art and Design	1 hours 30 minutes (90 minutes)	49 hours 30 minutes	6.5%
Music	45 minutes	24 hours 45 minutes	3.2%
PE/Games/swimming	2 hours 30 minutes (150 minutes)	82 hours 30 minutes	10.8%
RE	45 minutes	24 hours 45 minutes	3.2%
PSHE	40 minutes	22 hours	2.9%
MFL	40 minutes	22 hours	2.9%
TOTALS	22 hours 55 minutes per week (1,380 minutes)	759 learning hours per year	100%

This is based on a working year of **33 weeks**

We organise and label our curriculum slightly differently to the NC labels. We combine History and Geography and label this as 'Humanities' and we combine Art and DT as 'DART'.

Additionally, we make curriculum allocations beyond the statutory requirements and make additions to the KS1 curriculum, especially in PSHE, MFL and swimming.

The children can access a wide variety of enrichment activities in addition to the weekly curriculum allocation. These take place before and after the school day.

Appendix 2

PROMOTING BRISH VALUES IN THE CURRICULUM

Schools are expected to ensure that principles are actively promoted which:

1. Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.
2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
3. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
4. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
5. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
6. Encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010; and
7. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Senior School and Prep School map the coverage of British Values across the curriculum; please see the British Values and SMSC grid.