

HEATHLAND SCHOOL CURRICULUM POLICY

Policy reviewed – Sept 2020

Policy presented to Directors – Sept 2020

Due for review – Sept 2022

We believe that all children have a right to a broad, balanced and relevant education which provides continuity and enables progress and takes individual differences into account, in line with the Equality Act 2010.

(See also Disability Policy and Equality Policy – Pupils)

AIMS:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who experience learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and enables progress.
- Ensure that all tasks are differentiated to include all children.
- Provide a broad and balanced curriculum.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the education process.
- Treat children in a dignified way.
- Encourage pupils to respect fundamental British values and actively promote these values where appropriate.

ALL PUPILS SHOULD:

- Learn to be adaptable: how to solve problems in a variety of situations, how to work independently and as members of a team.
- Develop the ability to make reasoned choices and judgments based on interpretation and evaluation of relevant information from a variety of sources.
- Be cheerful, happy and focused.
- Be eager and enthusiastic; put their best into all activities.
- Begin acquiring a set of moral values, such as honesty, personal responsibility and sincerity, on which to base their own behaviour.
- Appreciate their heritage and fundamental British values such as democracy and the rule of law.
- Be expected to behave in an acceptable way and learn to take responsibility for their actions.
- Be masters of their own learning.

- Take responsibility to reflect on and accept guidance from staff in terms of target setting and Individual Learning Plans.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-racist and non-sexist attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space and handling data.
- Be able to listen and read for a variety of purposes and to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music and drama and be capable of acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage. Be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of the beliefs of the major world religions and be tolerant of the views of others.
- Develop agility, physical coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.

The overall curriculum is reviewed annually as part of the school development plan and each department conducts its own curriculum review at the end of the year. The curriculum closely follows the National Curriculum in as much as it enables each subject to prepare the students ultimately for GCSE.

Each subject within the curriculum must clearly illustrate the use of differentiation that will be of benefit to those children who require it, including those who are academically able. *See Departmental Handbooks, Schemes of Work and Departmental Action Plans.*

Heathland School is a co-educational independent school from 4-16 years. We operate a full time teaching day from 8.45 to 3.25 with additional clubs and activities available during the lunch break, and after school. All teaching and learning activities are supervised by appropriately qualified and experienced members of staff.

EARLY YEARS-KS2

Pupils in the Early Years follow the statutory EYFS Curriculum.

In KS1 and KS2, we follow an enriched Primary Curriculum using a bespoke moderated progression framework for English, Mathematics, Science, History, Geography, Music, Art, Technology, MFL (French), PSHCE, PE and Phonics. The curriculum is enriched by the use of our Senior School resources, learning environments and specialist teachers, particularly for PE, Science, French and Music.

KS3: SENIOR 1-3

At KS3 Heathland School offers a broad and balanced curriculum which enables pupils to experience and become confident in a range of subjects which includes: Art, Biology, Chemistry, Physics, and Technology, English, French, Geography, History, Computing, Mathematics, Music, Physical Education, Physics and Religious Studies.

KS4: SENIOR 4-5

At KS4 all pupils study English, Mathematics, Separate Sciences and Combined Science. A further 4 optional subjects may be chosen from the following:

Art and Design, Business Studies, French, Geography, History, and Music.

It is also possible for the more able students to study separate Sciences for GCSE. The most able mathematicians may be invited to study either GCSE Statistics or Additional Mathematics.

All pupils will also have curriculum lessons in P.E., Careers and PHSE.

Thus many students will study for 9 GCSEs while some students will study 8 GCSEs with extra support in core subjects of English and mathematics. Some students study for fewer GCSEs but this is organised after consultation between the parent/guardian and the head of department/lead teacher.

All departments are responsible for providing opportunities for pupils to gain the necessary skills, knowledge and understanding to help fulfil the requirements of the curriculum.

At Heathland School, the principal language of instruction is English. However, when we have pupils for whom English is an additional language, the curriculum may be modified to suit their academic needs. This would be done in consultation with Senior Management, subject teachers and parents/guardians.

Pupils with Educational Health Care Plans are provided with appropriate support and mentoring. The SENCO liaises with parents and outside agencies to ensure that all requirements are met and any subsequent interventions are implemented.

HOMEWORK

Junior School Department

In the Junior School, age appropriate homework is encouraged on a daily basis to consolidate skills taught in class.

EYFS

Pupils in EYFS complete writing and number patterns and sounds regularly. Reception pupils have a broader range of activities pertaining to the immediate curriculum.

KS1

Pupils in KS1 are set spellings to learn each week along with a daily piece of English- or Maths-based homework, including use of online resources. All pupils are read with individually every day.

KS2

Pupils in KS2 are expected to learn differentiated spellings each week as well as a daily or continuous piece of homework, based on the immediate curriculum or revising and recalling a previously learning skill.

English or topic-based homework can often take the form of an independent learning project, resulting in a written/spoken presentation to peers and parents.

Homework is recorded in personal pupil dairies to ensure timely completion and clear instructions.

All pupils in KS1 and KS2 are expected to read daily, both for enjoyment and research purposes, and where appropriate EYFS pupils have reading from a reading scheme or class library.

Senior Department

Homework set will be an extension of the work being carried out in lessons or preparation for the next lesson. It may take the form of written work, consolidation, learning, research, reading, etc. Pupils have a homework diary and this should be filled in regularly. The homework diary is a means of communication with the parents, who are expected to sign the homework diary weekly. In addition, the diary is checked by the form teacher on a regular basis. All homework should be neat and

well-presented. Marking will be completed promptly and all comments will be constructive.

The average time allocation per homework for each student is as follows:

Senior 1	20-30 minutes
Senior 2	20-30 minutes
Senior 3	20-30 minutes
Senior 4	30-45 minutes
Senior 5	30-45 minutes

It is at the discretion of the teacher whether the homework is to be handed in the day following when it is set or not. Clear instructions will always be given to the pupils as to when it is expected. If it is known in advance that there is a specific reason why a pupil cannot complete their homework on the night it is set, extra time will be given in order that it can be assessed. This is at the discretion of the teacher. Project work may be set for completion over a number of weeks. It will, however, be regularly monitored.

If any pupil consistently fails to hand work in on time, or if it is not of an acceptable standard, the teacher concerned will address the problem in their chosen way i.e. by requesting that the work is repeated, setting extra work, arranging a time during the pupil's free time to complete the work, loss of marks, demerits etc. At this stage the pupil's form teacher will be informed of the situation. The homework diary will be used to inform the parents. Pupils may be placed on a homework report. If the pupil persists in failing to hand in work of a suitable standard or by the time requested, the form teacher and senior management will be informed. They will assist in sorting out the problem. This may involve contacting parents and inviting them into school to discuss the situation.

(Lunchtime detentions will be carried out and supervised by a rota of senior staff)

PHSE/CITIZENSHIP

Both the primary and secondary school have a bespoke PSHE curriculum allowing effective and continuous delivery throughout the curriculum as well as in focused, timetabled lessons.

Junior School Department

PHSE activities take place across the key stages, including EYFS. These include dedicated PHSE lessons from EYFS to yr6. Visitors, trips and specialist enrichment days and other activities are also arranged to further PSHE/Citizenship education. PSHE is also integrated in core subjects where possible. Assemblies are **not** used as the main form of PSHCE delivery.

Senior Department

All pupils in the Senior Department follow a prescribed PHSE course which is delivered in dedicated PHSE lessons. These are supplemented by assemblies which may also cover facets of the PHSE course and enrichment days. Outside agencies may, where appropriate, assist in the delivery of some of the material covered. At KS4, the emphasis of PHSE/Careers is to prepare students for further education, and in the workplace and for an introduction to adult life.

In all areas of the school, whilst PHSE is taught throughout the year, it is also covered indirectly through the wider curriculum. Fundamental British values of tolerance, democracy and law are supported and maintained in PSHE lessons, in Tutor time and in Assemblies.

(For full details see PSHE Scheme of Work.)

CAREERS

Senior Department

- As part of the Options process, we publish an Options Booklet outlining courses available to pupils and invite parents and pupils to attend an Options Evening which gives parents and pupils the opportunity to discuss appropriate academic choices for GCSE. The Options Evening is enhanced by the presence of the school's Inspiring Futures Advisor. Pupils are offered further guidance through individual mentoring by members of the teaching staff.
- In the Senior IT Classroom there is software dedicated to careers and post-16 Educational establishments.
- Each pupil then has a follow-up meeting to discuss future education and career choices.
- The programme of Careers lessons (which begins in Senior 3) covers the creation of CVs, college applications and careers interviews.

At Heathland School, we provide a safe and secure learning environment in which pupils have the opportunity to learn and progress. All subjects use the National Curriculum and QCA guidelines as a basis of their curriculum- this will ensure that preparation is made for GCSEs. At KS4, teachers will decide on their specific curriculum and this will be reflective of the examination board which they have chosen to study (e.g. EDEXCEL, AQA, etc.)

Post 16 educational establishments are invited to attend a careers evening that runs alongside a senior parent's evening. This allows parents to access post 16 education options more easily.

ASSESSING PUPIL PROGRESS

Pupil progress is assessed in a number of ways:

At the Foundation Stage, each pupil is continuously assessed using the Early Years Foundation Stage Profile, and baseline assessment recording and reporting system. This is moderated internally with colleagues and, monitored by the EYFS Manager and Head of primary.

At other stages throughout the school, class and homework in all subjects is continuously monitored and assessed for progress, using a variety of formative and summative testing. Teachers note progression through their mark book (either electronic or paper-based). Pupils are set targets to ensure that progress is made in the future.

Moderation takes place using the school progression framework which sets clear expectations for pupils at 'Emerging', 'Expected' or 'Exceeding' based on national curriculum models.

Standardised testing in Mathematics, English, Reading and Spelling, Verbal and Non-Verbal Reasoning take place from KS1 and results are recorded to assist with pupil tracking and target setting. We currently use NFER and BSTX.

Pupils in Key Stage 1 & 2 have ILPs that set targets and indicate next steps for progress. Formative and summative assessment data is recorded and analysed by the Head of Juniors with the class teacher in termly pupil progress meetings. Progress and tracking files are kept on each pupil, these follow them throughout primary school.

Cognitive Ability Tests are completed in Year 5 and at the end of Key Stage 2 to guide staff and assist with the transition to Senior Schools. In the Senior Department, Cognitive Ability Tests are also completed as part of the entrance process and in Senior 1 and Senior 3 to help monitor progress and aid GCSE predictions.

Pupils in S1-4 have ILPs in the form of Pupil Progress Reviews in November, March and June which set targets and give strategies for improvement. Pupils in S5 will have Progress Reviews in January and May.

Assessments take place throughout the year and at the end of the year as a formal examination to monitor pupils' progress, inform staff on common misunderstandings and give pupils practice in examination technique. The outcome of these tests help assist teaching staff in the setting of appropriately differentiated work so that progress can be seen. The setting of students, where this occurs in the Senior Department, will ensure that the learning is appropriate for the level of ability.

Regular Parents' Evenings are organised to enable parents, pupils and members of the teaching staff to discuss pupils' achievements and progress. Appointments can be made at other times if there are any concerns; this may be at the instigation of

either the parent or the teacher.

Termly school reports are sent out to parents for all year groups. These reflect progress and highlight areas that may need targeting for improvement or increased learning support. They also reflect the steps that have been/will be taken by individual teachers to support the learner.