

# HUNTER HALL SCHOOL

## CURRICULUM POLICY



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## CURRICULUM POLICY

This policy is written in accordance with DfE guidelines and the regulatory requirements of ISI Part 1 (the quality of education provided) and Part 2 (SMSC development of Pupils).

### AIM

To offer a curriculum that is sufficiently broad and well balanced to prepare children for senior education, whether in the independent or maintained sector, and to foster enthusiasm for and enjoyment in learning by offering the following:

- Full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, social, physical, and creative education;
- Individualised learning where independent thinking is encouraged;
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with particular needs;
- The opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy;
- Guidance and direction for each pupil towards reaching their full potential and finding the field in which they can excel, be that academic, cultural or of a sporting nature;
- Technology combined with traditional methods supports open learning, matching learning styles to individual needs;
- Personal, social, health and economic education (including RSE) which reflects the school's aims and ethos;
- The opportunity for all pupils to learn and make progress;
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

### OBJECTIVES

- a) Children in Preschool and Reception class follow the EYFS curriculum, in which learning is carefully planned and structured, with an emphasis on activities that are fun, relevant and motivating for each child. Children's learning is supported through planned play and through extending and developing spontaneous play.
- b) The curriculum in KS1 and KS2 is broadly based on the National Curriculum. Children are taught by some subject specialists in KS1 and this specialist teaching is broadened at KS2; pupils are expected to achieve, at least, the required national outcomes in the core subjects.
- c) The curriculum responds to particular individual needs and potential through a variety of activities and teaching styles.
- d) The pupils' learning is regularly assessed, recorded and used to inform future teaching and learning.
- e) Learning experiences are enriched by taking advantage of external opportunities, both cultural and environmental, for example, participation in the Carlisle Festival of Music and Drama and our use of the outdoor environment in Outdoor Education and sport.

## **Curriculum Management**

Each subject has a Head of Department who has the responsibility for managing the subject and overseeing progression throughout the pupils' academic career. This includes liaison with relevant staff, book looks, lesson observations and management of subject content. Heads of Department also have to manage the departmental budget and provide resources for pupils and staff. They are required to take an active role in the review and produce a curriculum 'Development Plan' for their subject. These are completed annually within academic reviews which are scrutinised and discussed by the academic committee for the governing body and also form part of the appraisal process.

## **Liaison between Early Years Foundation Stage, Lower School, Upper School and Senior Schools**

There is frequent and regular contact, at all levels, to ensure that pupils have a smooth transition from one area of the School to the next and that pupils benefit from continuity in curriculum approach. Liaison between different areas includes the following:

Senior Leadership Team Meetings (DV, KF, ET)  
Meetings between respective Heads of Department  
Peer observation  
Shared teaching – for example in Games/PE, LDD and Music  
Regular co-operation in performances and productions  
Shared staff-meetings and whole school in-service training days  
Visits to pupils from senior school representatives  
Scholarships and other senior school entrance processes  
Reference requests completed and forwarded to senior schools  
Pupil records forwarded to senior schools at end of Year 6  
Records from previous schools are also requested

## **EYFS**

The EYFS timetable is planned around a balance of child-initiated and adult-led activities. The provision and activities are planned in response to ongoing assessment for learning to identify a child's next steps in their development. Each day, the children will also have a literacy and numeracy input as part of a short carpet session. These sessions will increase in time over the year in preparation for KS1. There will also be a daily phonics session. In addition children have a French lesson, assembly time, a PE lesson and forest school sessions each week. Enhanced continuous provision is also provided in response to children's interests.

The Foundation Stage profile is completed for every child at the end of the Reception year. These assessments are taken into consideration by Year 1 teachers, who continue to help the children along on their learning journey from the pupil progress records and early learning goals to the National Curriculum at Key Stage 1.

The Revised National [Early Years Foundation Stage \(EYFS\) framework](#) is followed.

## **Overarching principles**

Four guiding principles shape practice in our setting.

These are:

- 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, in which their environment is adapted to their individual needs and there is a strong partnership between practitioners and parents and/or carers and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children, including catering for the specific requirements of children with special educational needs and disabilities.

### **The areas of learning and development**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### **Prime areas of learning are:**

- communication and language;
- physical development;
- personal, social and emotional development.

There are four specific areas, through which the three prime areas are strengthened and applied.

#### **Specific areas of learning are:**

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

#### **Educational programmes involve activities and experiences for children as follows:**

- Communication and language development involving giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involving providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development (Including Relationships and Sex Education) involving helping children to develop a positive sense of themselves, and others; to form positive and healthy relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involving encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involving providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involving guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involving enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

#### **Characteristics of effective teaching and learning;**

In planning and guiding children's activities, staff always try to observe the different ways that children learn and reflect this in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, making links between ideas, and developing strategies for doing things.

## **Homework**

Preschool – Children can take a book home once a week if they have reached such a level. Each term, a variety of home-learning activities are sent home.

Reception – Reading every evening. Phonics / Key Words to learn each week. Once they have reached a certain level, children will also be given Key Word spellings to learn. Each term, a variety of home learning activities are sent home.

## **Key Stage 1:**

The Year 1 and Year 2 staff broadly follow the National curriculum and programmes of study. In particular, Year 2 follow the objectives set out for English and maths in readiness for KS1 SATs at the end of the year.

Each week, the children have a science lesson, whereas aspects of the history and geography curriculum are taught through a topic-based approach. The children also have R.E., PSHE, art and design, P.E., music, french and outdoor education lessons each week. PSHE is also taught through weekly lower school assemblies. These are broadly planned in accordance with the key skills required for each age group as set out by the National Curriculum. Each class teacher keeps their own records and assessments.

Total teaching time per year group is 22 hours excluding three assemblies and registration time. In addition, the children have golden time (free time) on a Friday afternoon.

## **Homework-**

Year 1 – Reading every evening. Spellings once a week. English and Maths activity each week (from summer term only).

Year 2 – Reading every evening. Spelling once a week. English and Maths activity each week.

## **Key Stage 2:**

The staff broadly follow the National Curriculum and programmes of study. In particular, Year 6 follow the objectives set out for English and maths in readiness for KS2 SATs at the end of the year.

The Upper School are taught in individually timetabled lessons per subject and move around the school to the relevant classroom for each lesson. Upper School are taught mainly by the heads of department (subject specialists) in years 4-6. In Year 3, English, maths and drama are taught by an experienced general class teacher who coordinates closely with heads of department on planning and assessment. Teaching for other subjects in year 3 is taught by the heads of each subject department.

Subjects taught across Upper School are as follows: English, maths, science, French, geography, history, ICT, art, music, RE, drama, PE, games, PSHE, verbal/non-verbal reasoning, outdoor education.

A single academic lesson is normally 45 minutes in total. A school day consists of one 30-minute lesson and six 45-minute lessons. This gives a total teaching time of 25 hours per week in Key Stage 2 excluding two morning assemblies, as well as registration time each day. Art and Outdoor Education operate over a two-week timetable, but the outdoor education session extends until 4.30.

Average total teaching time per year group for years 3 to 6 is 25 hours.

### **Homework**

Homework may be completed in school in prep sessions for Upper School which are held 5x a week after school for 50 minutes, or at home.

Homework is set three times a week in maths, English and science and is recorded in the Homework Diary, which also acts as a means of communication between home and school. Parents are asked to sign this book each weekend. Each child's timetable is written in this diary. From time to time, other homework may be set.

Furthermore, Upper School children are expected to read out of school at least three times per week. The children are directed towards reading material which is suitable for their level of reading ability. Books are usually provided from the school library, although material from home can be agreed. Equally, any school reading material may be supplemented by home books or magazines and this is encouraged. Children are rewarded with house points for any reading which takes place in excess of the minimal expectations.

Weekly spellings are also set at an appropriate level for each pupil and it is expected that time is spent practising these in addition to usual homework.

### **Individual Curriculum Needs**

- Where a pupil has specific learning needs, the school will endeavour to provide education which fulfils his/ her requirements. If a child joins the school with an EHCP, provision will be put in place and the plan will be regularly reviewed. See Learning Support Policy for more details.
- If a child presents with particular personal, social or health needs, support is provided as needed in order to allow them to access their learning. (See Learning Support policy)
- Where a child is working way beyond age expectations, their curriculum needs are addressed through our AMA system (see AMA policy).
- If a pupil enters the school for whom English is not their first language, then one to one tuition may be provided within our resource remit in written and spoken English in consultation with parents.
- If a pupil in the school has any other particular protected characteristics, the curriculum is adapted accordingly, depending on need.

### **Co-Curricular Provision**

We provide our pupils with an extensive co-curricular programme which will give them opportunities to widen their experiences, hopefully finding something that they wish to pursue

further as they grow and build their confidence and self-esteem. It also develops the values, skills and behaviours to develop their character and underpin success.

This is made up of an extensive range of opportunities:

- A comprehensive range of after-school clubs. For example, languages, drama, cookery and chess.
- We aim to develop their sense of responsibility through various posts of office within the school. As pupils enter Year 6, posts of office include Head of School, Head Boy, Head Girl, Games' Captains and Vice-Captains, Heads of Houses, Librarians and Subject Prefects.
- The 'House' system provides opportunities for children to take responsibility and team building across the year groups. We encourage the pupils to be good citizens through taking the initiative and helping in planning fund raising for various charities. As a school, we encourage our pupils to be actively involved in many different areas of school life. To this end, our School Council is represented by Heads of School who meet with the Head Teacher regularly throughout the term.
- The school has a programme of residential visits for pupils from Year 3 to Year 6, with the aim of increasing the pupils' educational experiences and developing their independence. The residential programme is organised so that the number of nights staying over, the demands of the trip and the distance from school increase as the children move through the school. Day trips for all year groups further enhance the curriculum.
- We actively encourage speakers to come into school to discuss aspects of either their working or cultural life e.g. police officers or people from different religious backgrounds. We believe that the pupils gain from these experiences as it gives them an insight into the working world, possible career choices and develops their empathy and tolerance of people from different backgrounds and cultures.

**PLEASE NOTE:**

- The policy is renewed annually to take account of any changes.
- The policy should be read in conjunction with the AMA policy, the learning support policy and all individual subject policies.