



Curriculum Policy

Reviewed by VMB in May 2019 | Next Review Date: May 2020

This is a whole School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club

Contents

1. Introduction
2. Summary of Curricular Provision
3. Curricular Provision In More Detail
4. Conclusion

1. Introduction

This Curriculum Policy document has been prepared to give visitors to the school and new staff an insight into the philosophies and aims of the school in delivering the subjects we offer in the Curriculum. It is regularly reviewed and updated.

2. Summary of Curricular Provision

In its delivery of the Curriculum Abberley Hall provides for:

- a) a full-time supervised education of children aged 3-13 which gives pupils an experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b) subject matter appropriate for the ages and aptitudes of pupils, including those with a statement of special educational needs;
- c) the acquisition of skills in speaking and listening, literacy and numeracy;
- d) English language instruction (EFL) where English is not the pupil's first language, otherwise English is the principal language of instruction;
- e) where a pupil has a statement of special educational needs, an education which fulfils its requirements;
- f) personal, social and health education which reflects the school's aims and ethos [refer also to the separate scheme of work]
- g) appropriate introduction to a range of different careers;
- h) a programme of activities appropriate to those pupils below school age meeting all the requirements of the Early Years Foundation Stage;
- i) all pupils to have the opportunity to learn and make progress;
- j) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Points a) to j) above reflect ISSR requirements 2. (2) (also published in ISI Handbook).

3. Curricular Provision In More Detail



- a) Abberley Hall provides for a full-time supervised education of children aged 3-13 which gives pupils an experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Flexible hours for pupils in the Early Years programme
 - 35 hours per week of in-school time from Year 1 through to Year 2
 - 20 hours per week of classroom teaching in Year 3 (when pupils join the Prep school)
 - 26½ hours per week of classroom teaching in Years 4 (when full and part-time boarding can begin)
 - 27½ hours per week of classroom teaching in Years 5 (when full and part-time boarding begins)
 - 30 hours per week of classroom teaching in Years 6 - 8
 - 185 pupils, 28 full-time teaching staff, 8 part-time teaching staff (excluding peripatetic in music)
 - Staff : Pupil ratio of 1 : 7 (based on full-time staff)
 - All teaching is supervised and covers all the required areas of the curriculum as detailed in the subject sections below
- b) Abberley Hall provides for subject matter appropriate for the ages and aptitudes of pupils, including those with a statement of special educational needs.
- English and Mathematics provide the vital bases of literacy and numeracy, but we aim to deliver a curriculum that is as broad as possible, without sacrificing high standards of achievement.
 - All children in all classes in the Prep school study English, Mathematics, Science, French, History, Geography, PSHE, Religious Studies, Music, Drama, Art and Design, Design Manufacture, Information Communication Technology/Computing and Physical Education.
 - All children start Latin at eight and Greek is also available as indicated below.
 - All children in year 5 and 6 have Reasoning lessons as part of the school's study skills programme.
 - In June 2015, the introduction of a collapsed timetable week allowed for large scale cross-curricular topics to be addressed. Each year group has a team of teachers allocated to them and a well-thought out programme of study is delivered.
 - Subject allocation per week: the numbers of 50 minute lessons is given in brackets below:
- Year 1 – Class 1. Pre-Prep
English (5), Maths (5). The curriculum is designed as cross curricular, covering English, Maths, Science, History, Geography, RS, Art, ICT and PSHE. Specialist teachers teach Music (½), PE (1½), Drama (½), Swimming (½) and Forest school (1).
- Year 2 – Class 2. Pre-Prep



English (5), Maths (5). The curriculum is designed as cross curricular, covering English, Maths, Science, History, Geography, RS, Art, ICT and PSHE. Specialist teachers teach French (½), Music (½), PE (1½), Drama (½), Swimming (½) and Forest school (1)

Year 3 – Form One. Prep

English (5½), Maths (5½), Science (1), French (1), History (1), Geography (½), RS (½), Art (1), DM (1), ICT (1), Music (1), PE (1), Drama (1), Swimming (1), Forest School (1)

Year 4 – Form 2. Prep

English (6), Maths (6), Science (2½), French (2½), History (2), Geography (2), RS (1), Latin (1), Art (1½), DM (1½), ICT (1), Music (1), PE (1), Drama (1), PSHE (½)

Year 5 – Removes. Prep

English (6), Maths (6), Science (3), French (3), Latin (1), History (2), Geography (2), RS (1), Art (1½), DM (1½), ICT (1), Music (1), Drama (1), PE (1), PSHE (½)

Year 6 – Shells. Prep

English (5½), Maths (5½), Science (4), French (3), Latin (3), Greek (1) top set only, History (2), Geography (2), RS (2), Art (1½), DM (1½), STED (1), ICT (1), Music (1), PE (1), Drama (1) not top set, PSHE (0.5).

Year 7 – 100s. Prep

English (5½), Maths (5½), Science (4½), French (3), Latin (3), Latin (2½) & Greek (1) top set only, History (2), Geography (2), RS (2), PSHE (½), Art (1½), DM (1½), STED (1), Computing (1), Music (1), PE (1).

Year 8 – 6s. Prep

English (5½), Maths (5½), Science (5), French (4), Latin (3), Greek (1½) top set only, History (3), Geography (3), RS (3), PSHE (½), Art (1½), DM (1½), Computing (1), Music (1).

c) Abberley Hall provides for the acquisition of skills in speaking and listening, literacy and numeracy.

- Daily one-on-one reading practice starts in the Pre-Prep.
- Circle-time is an instrumental part of the school day in the Pre-Prep
- Drama is part of the weekly curriculum.
- **Literacy and numeracy** form the largest sections of the EYF and Pre-Prep curriculum.

From Years 3-8, the fundamental aims of the teaching of **English** are:

- to instill the confidence to enable a child to stand up in public and speak to a crowd;
- to write interesting and imaginative stories;
- to listen critically to others and to express an opinion, which is not just an echo of someone else's idea;
- to discover the pleasure of reading broadly and fluently.

See the **Abberley Hall Teaching Policy** for more detail. This includes details of Learning Support, development of handwriting, Book Fairs, theatre trips and much more.

From Years 3-8, the fundamental aims of the teaching of **Maths** are for all pupils to have an equal opportunity to:

- to develop a sound understanding of basic mathematical concepts through written, practical and investigational work;



- to acquire appropriate and necessary mathematical skills and to apply them confidently and accurately;
- to enjoy Mathematics, to be successful and have a positive attitude to the subject;
- to be able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;
- to develop thinking skills and logically apply their mathematical knowledge to solve problems;
- to use mathematics as part of their everyday life.

See the **Abberley Hall Teaching Policy** for more detail. This includes details of assessment, streaming, maths puzzling and the UK Maths Challenges.

- d) Abberley Hall provides for English language instruction (EFL) where English is not the pupil's first language, otherwise English is the principal language of instruction.
- The School welcomes children from a variety of different cultural and linguistic backgrounds.
 - There are two qualified EFL teacher who analyse the needs and expectations of each child as they enter the school and tailors their timetable accordingly. Tehy provides one-on-one EFL teaching to all pupils for whom English is not their first language.
 - This approach enables the individual children to get the most out of their time at the school and achieve their potential both academically and socially.
 - The children are fully integrated into school life but also can share their culture during special activities and the speech competitions when they can talk about aspects of their country.
 - There is the opportunity for children to take the internationally recognised Cambridge EFL examinations.
- e) Abberley Hall provides for where a pupil has recognised special educational needs, an education which fulfils its requirements.
- Where a pupil has a statement of special educational needs, the overall aim is to integrate the pupil into the normal routines of the school as much as possible.
 - If one-on-one classroom assistance is recommended, then it is provided.
 - Equally, if a shortened school day is recommended, then it is arranged to suit the individual child.
 - A programme of assessment and teaching through Learning Support will also be provided.
 - See the **Abberley Hall SEN policy**
- (f) Abberley Hall provides for personal, social and health education which reflects the school's aims and ethos.
- See the **Abberley Hall PSHE Policy**
- (g) Abberley Hall provides for appropriate careers guidance for pupils



- At Abberley Hall we believe that the most appropriate guidance for pupils up to the age of 13 (Year 8) is to provide an insight into the breadth of career opportunities that exist beyond secondary and tertiary education. As such, a programme of visiting speakers to our 'Tuesday Club' is our main channel for careers guidance, and is delivered to the upper end of school.
- Recent speakers have covered the following topics:
 - How your mobile phone works; Telecommunication Scientist
 - The work of a sports coach; Worcester Warriors coach
 - Life as a BBC journalist; An ex-journalist for the BBC
 - Political Journalism; Current BBC political affairs journalist.
 - What is Marketing; Marketing executive.

(h) Abberley Hall provides for a programme of activities appropriate to those pupils below school age meeting all the requirements of the Early Years Foundation Stage.

- The Head of the Early Years Foundation Stage and Pre-Prep is Mrs Emma Green, and the Early Years co-ordinator is Mrs Deborah Williams.
- The aim of Abberley's Early Years is to provide a broad and balanced curriculum, which follows the principles and requirements of Development Matters in the Early Years Foundation Stage Statutory Framework delivering learning in seven areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.
- Planning of this curriculum is flexible and begins with the individual child through informal and spontaneous observation and assessment.
- Broad based themes enable us to deliver the seven overlapping areas of learning (which are of equal importance to the development of each child) under the following headings:
 - personal, social and emotional development (PSED)
 - communication and language (CL)
 - physical development (PD)
 - literacy
 - mathematics
 - understanding the world (UTW)
 - expressive arts and design (CD)
- For those children above 3 years of age daily literacy and numeracy sessions deliver specific objectives as set out by the Early Learning Goals in Communication and Language, Literacy and Mathematics. We use schemes such as 'Letters and Sounds', 'Jolly Phonics', 'Read, Write Inc' also the numeracy and literacy frameworks to dictate the developmental stage at which we should introduce certain objectives.

(i) Abberley Hall provides for all pupils to have the opportunity to learn and make progress.

- Pupils' progression is monitored weekly by Form / Personal Tutors and monthly by all teaching staff.



- Appropriate streaming is carefully considered by all teaching staff at the end of each term and, where appropriate, at shorter intervals.
- In Maths and English formal assessment using Standardised tests is conducted annually and fed back not only into teaching practice but into the discussions regarding streaming for the following term or year.
- Exams are conducted informally at the end of the Autumn Term and formally at the end of the Summer Term, with results feeding into discussions over streaming and setting for the following term or year.

(j) Abberley Hall provides for adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

- The boarding ethos of the school provides the time for an extremely broad range of opportunities, both curricular and extra-curricular, for all pupils.
- Extra-curricular activities provide the pupils from an early age with a sense of responsibility for their own timetable
- A system of 'Patrols', provides further opportunities for pupils to take responsibility for each other
- The Prefect system also reinforces the same ethos, and the awarding of School Colours 'for good citizenship' is another reflection of the same set of beliefs.

4. Conclusion

We believe that our approach at Abberley Hall has:

Flexibility – which deals effectively with a mixed-ability entry and encourages each child to reach his/her highest potential;

Breadth – which gives the widest possible opportunities for each child to reveal talents and to excel in at least one area;

Structure – giving a sense of security and progress, and providing a norm against which the needs of the individual can be judged;

Monitoring – by which each child has two Interim Reports during the term, discussed individually with his/her Form /Personal Tutor and seen by the Headmaster, as well as an end-of-term Report. In addition parents have the opportunity to discuss their child's progress with individual staff at Parents' Meetings.

The Board of Governors will be monitoring compliance with this policy.

Signed:

Date:

Governor

Jamie McManus

Signed:

Date:



**Headmaster
Mr Will Lockett**

This is an all School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club