



## HOLMEWOOD HOUSE SCHOOL

### CURRICULUM POLICY

#### **AIMS:**

The school's curricular aims are:

- to provide a broad and balanced education
- to provide pupils with extensive opportunities for cultural, physical, and spiritual development, including sport and the creative and performing arts
- to develop pupils' academic potential to the highest level possible
- to maintain a consistently high quality of teaching and learning
- to prepare pupils for exams, including their successful transfer to their chosen senior schools
- to prepare pupils for the opportunities, responsibilities and experiences of life in British Society
- to promote actively the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and the associated principles

#### **GENERAL PROVISION**

A full-time supervised education is provided for pupils aged 3+ to 13+, which gives pupils age appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Children aged between 3 and 4 may attend the school for regular but limited sessions until they are ready for full-time attendance. Provision for our Early Years pupils is consistent with the needs of those children.

The subject matter of the curriculum is appropriate for the ages and aptitudes of pupils, including those pupils with a statement for whom an education is provided which meets its requirements.

All pupils are enabled to acquire skills in speaking, listening, literacy and numeracy, mainly in English and Mathematics lessons, but also as a cross-curricular provision. This leads to a rich and varied curriculum with a strong emphasis on celebrating cultural differences while promoting and not undermining British values.

All pupils have the opportunity to learn and progress. This learning and progress is recorded and reported to parents on a regular basis. Feedback may be requested at any time by parents about the progress of a child.

Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life is offered to all pupils by means of the academic, pastoral, co-curricular provision of the school. In particular, pupils are prepared for a smooth and successful transfer to their senior schools at Year 7 or 9.

#### **BREADTH**

Plans and schemes of work for each subject in the curriculum illustrate how each area of educational experience is woven into the curriculum.

**Linguistic.** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. English is the main medium of instruction but other languages are taught viz: French, Spanish, Latin, Greek and Mandarin (taught individually and as an activity) but there is also a strong cross-curricular element in this area whereby all other subjects nurture linguistic skills in one way or another.

**Mathematical.** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. The knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. There is a numerical element in other subjects, most particularly Science, DT and Geography, but also Art and Music.

**Scientific.** This area is concerned with increasing pupils' knowledge of nature, materials and forces and with developing the skills associated with science as a process of rational enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. There also scientific elements in Geography, and DT.

**Technological skills.** These include the use of ICT, developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and also the evaluation of processes and products.

**Human and social.** This area is concerned with people and with their environment, and human action, now and in the past, has influenced events and conditions. History, Geography and RS make a strong contribution to this area as does the school's SMSC policy.

**Physical.** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils also acquire in P.E. and Sport, along with PSHCE a knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative.** This area is concerned with the processes of making, composing and inventing, There are aesthetic and creative aspects in all subjects but some make a particularly strong contribution, including art, music, dance, drama, and literature because these require a wide range of personal, imaginative and creative responses.

#### **EQUAL OPPORTUNITIES:**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school's Disability Policy is in the Staff Handbook.

#### **DIFFERENTIATION:**

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

## **SUBJECTS OFFERED:**

The following gives an overview of the subjects offered to different year groups. A detailed account of the curricular provision within each subject is given within the departmental handbook for that subject.

## **EARLY YEARS FOUNDATION STAGE (Pre-Nursery, Nursery and Reception classes)**

The EYFS Framework sets the UK standards for development, learning and care for children from birth to five. It is built around four principles

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Pre-Nursery, Nursery and Reception classes follow the Early Years Foundation Stage curriculum, which is based on the 'Development Matters' document, and leads through to the Early Learning Goals, which embody the basic expectations for our children by the end of Reception.

It focuses learning on seven key areas –

- **Personal, Social and Emotional Development** – helping to build confidence, independence and respect;
- **Communication and Language** – developing speaking and listening skills;
- **Physical Development** – relating to developing physical skills and understanding;
- **Literacy** – beginning to read and write;
- **Mathematics** – focusing on number work and mathematical thinking and ideas;
- **Understanding the World** – helping children to investigate and think about their place in the world;
- **Expressive Arts and Design** – helping to develop children's imagination and creativity.

The staff also reflect upon the characteristics of effective learning for each of the children; the key characteristics are 'playing and exploring', 'active learning' and 'creating and thinking critically'.

The school fully supports the principle that young children learn most effectively through play; care is taken to ensure that the children are able to make the progress necessary through both child-initiated and planned, structured activities. Attention is clearly given to the children's previous knowledge and experience as well as their growing interests.

Continuous assessment is central in the Early Years classrooms. The children's skills are assessed when they first join the school, and then regularly throughout the EYFS; this in part forms the basis for future planning. Staff use the Foundation Stage Profile as a way of recording the children's developing progress through Nursery and Reception.

Parents are a key feature in a child's learning, and the school works hard to build positive links with them, both by keeping them informed about the way in which the children are learning and how well they are progressing, and also through regular and open contact with them.

## **PRE PREP – YEAR 1 and YEAR 2**

The curriculum for children in Years One and Two encompasses Literacy, Numeracy, Science, Art, Design Technology and Music, Physical Education, Swimming, French, History, Geography, Information Technology, RE and PSHCE. Junior Department (Year Three and Year Four)  
The subjects taught are: English, History, PSHCE, French, Mathematics, Science, Geography, Religious Studies, Information Technology, Design Technology, Music, Art, Swimming and Physical Education.

### **Year 5**

As for Years 3 and 4 except that Latin is now introduced. PSHCE and Swimming are also taught on the timetable.

### **Year 6**

As for Year 5 Greek or Spanish are offered as options for the Scholarship form and Latin continues to be taught in the CE forms. Biology, Chemistry, and Physics are taught as separate subjects in place of Science. PSHCE, Drama and Swimming are taught on a termly rotation.

### **Years 7 and 8**

As for Year 6 except that Greek or Spanish continue to be offered as options for the Scholarship Form, Latin is compulsory for the Scholarship Form, Latin, Extra English or Spanish are offered as options for the Common Entrance Forms. Year 7 continue to have PSHCE, Drama and Swimming on a termly rotation. Year 7 Common Entrance Forms follow an enriched Common Entrance Humanities curriculum which involves a moderated themed program. This will continue in Year 8. Year 7 Common Entrance Forms also have Philosophy and Computing timetabled lessons. PE is not a timetabled lesson in Year 8.

## **PHSCE**

Personal, Social, Health and Citizenship Education provides a vital foundation for the personal development of young people in preparing them for adult life. We aim to educate the child as a whole person and build this into the curriculum by having 'Circle Time' in the younger years when children can share and discuss issues, feelings and concerns. PSHCE is taught in Form time or as a separate subject in the Senior School. (*The PSHCE policy and scheme of work provide more detail*)

There is a School Council that comprises one representative from each class in the school. The Council discuss issues that are raised by pupils and the representatives feed information back to their classmates.

## **RELIGIOUS EDUCATION**

Is provided and the policy is set out in the Religious Studies Departmental Handbook.

## **SEX AND RELATIONSHIPS EDUCATION:**

There is a separate policy within the Staff Handbook.

## **POLITICAL EDUCATION:**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law.

## **PE AND GAMES:**

The policy is set out in the Physical Education Departmental Handbook.

## **EXTRA-CURRICULAR ACTIVITIES:**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. The policy is set out in the activities policy in the Staff Handbook.

## **PREP**

There is a separate policy within the Staff Handbook.

## **SPECIAL EDUCATIONAL NEEDS**

The curriculum is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a learning difficulty and/or disability our school does all it can to meet these individual needs. If a child displays signs of having a specific learning difficulty, the teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more complex, the Learning Support Department provide extra support and the appropriate external agencies are involved, if necessary. Learning Support are consulted about a pupil and make additional and more formal assessments based on a Record of Concern from the teacher.

The school provides an Individual Educational Plan (IEP) for each of the children who receive Learning Support. This sets out the nature of the learning difficulty and outlines how the schools will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

Any child with an Educational Health and Care plan (EH&C) will follow an adapted curriculum tailored to their needs with "in class" support if necessary. The school SENCO is responsible for liaising with Kent Education Authority and ensuring a review of the EH&C takes place annually (*see also current SEND Policy*).

Children with an ability to develop to a level significantly ahead of their year group are placed on the school's Able, Gifted and Talented register.

## **English as an additional language**

In order to cope with the academic and social demands of the school, pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language. Mrs Judy Ure is a Qualified EAL teacher and is able to provide appropriate support and advice.

## **CONCERNS AND COMPLAINTS:**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form teacher, the divisional head or with the Director of Studies.

## **MONITORING AND REVIEW:**

This policy will be monitored by the Director of Studies and the Director of Teaching and Learning who will report to the Headmaster on its implementation on a regular basis.

Phil Makhoul

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Kevin O'Riordan Revised January 2017