



St HELEN'S COLLEGE

Curriculum Policy

This is a whole-school policy which includes the Early Years Foundation Stage

The school provides full time education for children aged 3 to 11 years (Nursery to Year 6). There is an option for children in the Nursery to attend part time in the Autumn and Spring Terms. This document lays out the aims, principles and organisation of the curriculum which is provided.

1. Aims

1.1 The aims of the curriculum are to:

- 1.1.1 stimulate a love of learning, and allow full development of every child's academic potential;
- 1.1.2 ensure that all pupils, including those with special educational needs or disabilities, those for whom English is an additional language, and the most able, have the opportunity to learn and make progress;
- 1.1.3 stimulate intellectual, aesthetic, physical, moral and spiritual development;
- 1.1.4 provide suitable educational experiences in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative;
- 1.1.5 ensure that all pupils acquire skills in speaking, listening, literacy and numeracy;
- 1.1.6 encourage initiative, individuality, independence, commitment, creativity and enquiry;
- 1.1.7 provide knowledge, understanding and skills to equip pupils to gain entry to, and succeed in, academically selective senior schools;
- 1.1.8 develop personal, social, health and economic skills and awareness which reflect the school's aims and ethos, and which encourage respect for others, including those with protected characteristics; and
- 1.1.9 ensure that all pupils are prepared effectively for the opportunities, responsibilities, experiences and challenges of life in British society.

2 Principles

2.1 In order to achieve the aims listed above:

2.2 The curriculum is informed by National Curriculum and EYFS documentation but is not limited by it. Other curricula such as the Independent Curriculum are used to aid the development of the school's curriculum.

- 2.3 Content is comprehensive and embraces as fully as possible the knowledge, skills and variety which each subject has to offer, so that pupils are enlivened and inspired by the richness of their cultural heritage, and establish solid foundations upon which they can build at senior school.
- 2.4 The curriculum establishes and develops core educational standards and disciplines of oracy, literacy and numeracy, including accuracy and clarity of speech, listening skills, neatness in presentation and handwriting, correct spelling and grammar, fluency and accuracy in writing, and mental arithmetic skills.
- 2.5 Relevance and Interconnectedness are important. Pupils are motivated when the learning activity is meaningful and builds on previous knowledge. Cross-curricular links, links with pupils' experiences and current affairs and with 'big issues' such as global warming and other environmental challenges are usefully employed to this end.
- 2.6 Breadth and balance are maintained across the full range of intellectual, aesthetic, physical, moral and spiritual activities through timetable allocations and curriculum content, but also through the recognition and highlighting of cross-curricular links and curriculum enrichment activities such as educational visits, visitors to the school, plentiful, high-quality resources, use of interactive whiteboards and linked co-curricular opportunities.
- 2.7 The curriculum is challenging in such a way as to inspire pupils to aspire and achieve beyond their comfort zones. Bearing in mind ages and aptitudes, teachers have high expectations of pupils with regard to effort, commitment and achievement. 'Glass ceilings' are not allowed to impede progress.
- 2.8 The curriculum is never seen as a 'one size fits all' system. Meeting individual needs – in ability, learning style, maturity etc. – is crucial and demands sophisticated knowledge of the pupils, modification and differentiation.
- 2.9 The curriculum provides opportunities for all children to benefit equally, regardless of sex, sexual orientation, race, colour, religion, nationality, disability or ethnic or national origins. Particular care is taken to make reasonable adjustments to accommodate the needs of children with disabilities, to provide appropriate differentiation for children with significant learning difficulties or disabilities, and, where a pupil has an Education, Health and Care (EHC) Plan, to provide education which fulfils its requirements.
- 2.10 The curriculum promotes fundamental British values, economic awareness and knowledge of British institutions and provides stimuli which encourage pupils to reflect on, discuss, question and appreciate issues of justice, equality and morality, absorb values which will stimulate cooperative endeavour and service to the world community, and adopt values of kindness, compassion, responsibility and respect for others.
- 2.11 The curriculum provides opportunities for pupils to develop thinking skills, creativity, initiative and skills in both independent and cooperative learning. Teachers encourage, draw on and follow through pupils' ideas, suggestions, contributions, research, enthusiasms, expertise and experiences.
- 2.12 A full programme of visits (day and residential) and a rich, varied, high quality co-curricular programme provides additional opportunities for pupils to discover and develop interests and talents, to further the knowledge, understanding and skills

learnt imparted through curricular study, to develop interpersonal skills with peers and staff outside the classroom, self confidence and self esteem.

3 Organisation

3.1 Responsibilities

3.1.1 The structure, implementation and development of the curriculum are overseen by the Head, supported by the Director of Studies.

3.1.2 Subject Leaders are responsible for subject documentation, administration, management, leadership and development. In the Early Years Foundation Stage (EYFS), the Foundation Stage Leader has this responsibility. Social, Personal and Citizenship Education (SPACE) is both taught as a subject to all pupils, and is also fostered across a wide range of school activities, in accordance with the school's aims and ethos.

3.1.3 Class teachers are responsible for delivering the curriculum in accordance with the schemes of work written by the Subject Leaders. However flexibility is allowed so that current events, topical issues, school initiatives and school events can be incorporated as appropriate. Except in mathematics in Key Stage 2, parallel classes should follow the same programme.

3.2 Documentation

3.2.1 Subject handbooks each comprise a subject policy, a scheme of work (which includes long-term, medium-term plans and may include short-term plans), web-links and a list of resources.

3.3 Nursery and Reception Years

3.3.1 The national EYFS curriculum is followed in Nursery and Reception and a programme of activities is provided which is appropriate to the children's educational needs in relation to personal, social, emotional and physical development and communication and language skills. In following the principles and requirements of the EYFS curriculum, teachers ensure that children are properly encouraged and challenged to maximize the educational benefits which they receive.

3.4 Years 1 to 6

3.4.1 In Years 1 to 6 all classes follow the schemes of work which form part of the curriculum documentation provided by the Subject Leaders.

3.4.2 Some subjects are taught by subject specialists. The amount of specialist teaching increases as pupils move up through the school, but to maintain pastoral balance a significant proportion of lessons is taught by the form teacher throughout.

3.4.3 Mathematics is set by ability during Year 4, otherwise all subjects are taught in mixed-ability form groups.

3.5 Review

- 3.5.1 All teachers monitor the effectiveness of the curriculum and provide Subject Leaders and/or the Director of Studies with regular feedback so that 'running repairs' and improvements can be made throughout the term.
- 3.5.2 Subject Leaders monitor and develop their subjects on an ongoing basis. They carry out formal subject audits at least once a year. These audits feed directly into the Subject Development Plans (SDP). The SDPs, which are visible to all teachers and monitored by senior managers, are updated by the Subject Leader as targets are achieved.
- 3.5.3 All subjects, their policies, schemes and other documentation, and their development needs, are reviewed biennially by the Senior Leadership Team (SLT).
- 3.5.4 The allocation of subjects to classes, and their period allowances, is reviewed annually by the SLT.
- 3.5.5 The curriculum policy is reviewed biennially by the SLT.

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