

Curriculum Policy

The aim of the curriculum of is to provide a full time, supervised learning experience for all **students** of compulsory school age in accordance with Section 8 of the Education Act 1996, that offers breadth, balance, relevance and differentiation in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum will promote the spiritual, cultural, moral, emotional and physical development of all **students** at the school and will prepare **students** for the opportunities, responsibilities and experiences of adult life in contemporary society.

It aims to meet the needs of all **students** including those with a school IEP or holding an EHC, where entry to the school has been agreed. Within the ethos of the school and throughout its taught lessons and extra-curricular activities, it does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum in all key stages broadly follows the National Curriculum and supports continuity of learning between the key stages.

The curriculum is currently managed by the Head, Senior Teachers (Teaching and Learning) and the Head of **Prep**. Each curriculum area of learning is coordinated by a Head of Department or Subject Co-ordinator. who is responsible for departmental policy. Class/Subject teachers are responsible for **Schemes of Work** and lesson planning.

A full curriculum review took place in 2022 and the school day changed to give seniors a later lunch **with five** lessons in the morning and **three** in the afternoon. This was a result of the SWOT analysis in September 2021. No actual teaching and learning minutes were altered but a slightly earlier registration has afforded more pastoral time.

Early Years Curriculum

The Early Years curriculum aims to develop a sense of self-worth, self-reliance, flexibility, caring for others, learning how to learn and to concentrate. It follows EYFS guidance.

The prime areas of learning are:

- Communication and Language (listening and attention, understanding and speaking)
- Physical Development (moving and handling, health and self-care)
- Personal, Social and Emotional Development (self-confidence and self-awareness, managing feelings and behaviour)

The specific areas for learning are:

- Literacy (reading and writing)
- Mathematics (numbers, shape, space and measures)
- Understanding the World (people and communities, the world, technology)
- Expressive Arts and Design (exploring and using media and materials, being imaginative)

Language work includes English skills - learning to listen, reading, story, sentences, phonic work and learning to write with the correct formation of the letters, using joined handwriting as soon as a student is ready. Mathematics work includes oral, written and practical skills. Musical, physical, and creative activities are central to the curriculum as well as cross-curricular History, Geography and Science. In Kindergarten and

Reception these areas of the curriculum can be addressed through child-initiated play activities. Information Technology is used to support all areas of the curriculum.

Key Stage 1 and 2

The planned curriculum for all students in Key Stage 1 and 2 includes English, Mathematics, Science, History, Geography, Languages, Art, Design and Technology, Physical Education, Music, Religious Studies, PSHE, Philosophy for Children and Computing. Information Technology is used to support much of the curriculum. History, Geography, Art and DT objectives will be covered by termly topics.

Key Stage 3

The planned curriculum for all Key Stage 3 students includes English (including Language, Literature and Drama), Mathematics, Science (Year 7: General Science, Year 8 and 9: Biology, Chemistry and Physics), Information and Communications Technology/Computing, Design and Technology (Food, Product Design or Textiles), Spanish and/or French, History, Geography, Art, Music, Religious Studies, Physical Education and PHSE. Extra Mathematics and English may be available for pupils in languages time or provided through the ACE programme.

Key Stage 4

In Key Stage 4 the core curriculum includes English Language, English Literature, Mathematics, Physical Education (non-examined) and PHSE (non-examined). Options currently include French, History, Geography, RS, Biology, Chemistry, Physics, Computer Science, Fine Art, Spanish, Food and Nutrition, PE, Business Studies and Music. The option choices vary each year and are subject to demand. Additional courses may be available as twilight sessions. Currently on offer are Performing Arts and Statistics. Many students take at least 9 full course GCSE subjects. Some students with SEND may take a modified Key Stage 4 curriculum.

Key Stage 5

A Key Stage 5 curriculum is currently being developed and will consist mainly of A level study.

EAL/SEND

Lessons with a specialist ESL teacher can be arranged at an extra cost to parents. School has EAL assessment materials and resources to facilitate teaching EAL children alongside the curriculum. Students with a specific learning difficulty can have a programme of support and may be at times supported by a Classroom Assistant (see SEND Policy).

General

In the Prep School there is one mixed ability class in each year. In the Senior School there are usually two, sometimes three mixed ability classes in each year. Setting may take place in the Senior School for some subjects where appropriate. The organisation of sets and groups varies from year to year depending on the needs of a particular group. The timetable operates over 5 days and each day has 8 x 40-minute lessons.

All students have a 60-minute lunch break and a 20-minute morning break. Additionally prep students have an afternoon break of 15 minutes. Extra-curricular activities take place during the lunch break and after school.

Students' spiritual, moral, social and cultural development is promoted through the curriculum as a whole within the PSHE programme in particular (see also PSHE Policy statement) and assemblies. Through these as well as subject lessons particular attention is paid to fundamental British values.

In Year 10 students participate in a programme of Work Experience. All pupils in Key Stage 3, 4 and 5 receive appropriate careers guidance (see Careers and Education Policy).

In 2022-23 a new system of assessment and reporting is being established. The reports in the Senior School have previously all been written in the Summer Term. A rolling programme of year group reports is being established and times with Parents' Evenings.

Assessment and Reporting Cycle in the Senior School

Proposal - Reporting and Parents' Evening Autumn A (HT1)

Meet Year 7 Parents

MidYis and Yellis testing – staff to be aware of the data

Autumn B (HT2)

- Year 11 Mocks
- All Years - Data Reports
- Year 11 Parents' Evening following mocks

Spring A (HT3)

- Year 9 Written Reports
- Year 9 Parents' Evening – Options
- Year 10 Written Reports
- Year 10 Parents' Evening

Spring B (HT4)

- Year 8 Written Reports
- Year 8 Parents' Evening
- Year 11 Written Reports
- Year 11 Parents by invitation (SLT only)

Summer A (HT5)

- Year 10 Mocks
- Year 7 Written Reports
- Year 7 Parents' Evening

Summer B (HT6)

- KS3 Assessment period
- KS3 Data Reports

Policy Frameworks

- Careers Guidance and Inspiration in Schools (March 2015)
- Department for Education (March 2012)
- Education Act (Section 29, 2011)
- CRAC – Careers Development Organisation www.crac.org-uk
- National Careers Services - www.nationalcareersservice.direct.gov.uk
- ICG – Institute of Careers Guidance – www.icg-uk.org
- Safeguarding Children in Education DfES (revised Sept 2007)
- Children Act 2004
- Careers Education & Guidance: A National Framework 11-19 (2008)
- Children's Plan: DCSF (Dec 2008)
- PSHE Personal Social Health and Economic Education – www.pshe-association.org.uk
- Teacher's Toolkit – Paul Ginnis
- www.direct.gov.uk
- www.nottinghamcity.gov.uk

Senior School Curriculum Time 2022-23

* XME possible

Subject	Key Stage 3			Key Stage 4	
	Year 7	Year 8	Year 9	Year 10	Year 11
English	6	5	5	6	6
Maths	6	5	5	6	6
Science (Bio/Chem/Phy)	4	6	6	4* / 4* / 4*	4* / 4* / 4*
MFL / XME					
Topic (Hist, Geog, Art and DT)	-	-	-	-	-
Spanish / XME	4	2	4*	4*	4*
French / XME	-	2	4*	4*	4*
Design Technology (Food at KS4)	2	2	2	4*	4*
History / Business Studies	2	2	2	4*	4*
Geography / PE	2	2	2	4*	4*
Art	2	2	2	4*	4*
Music and BTEC Music	2	2	2	4*	4*
Languages					
ICT (Computer Science at KS4)	2	2	2	4*	4*
Games	3	3	3	3	3
Physical Education / Swimming	2	2	2		
Religious Studies	2	2	2	4*	4*
Issues/Clubs/PSHE/Evaluation at Key Stages 1 & 2	1	1	1	1	1
Assembly	-	-	-	-	-
TOTAL	40	40	40	40	40

Prep School Curriculum Time 2022-23

Subject	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	8	8	7	7	7	7
Maths	8	8	8	8	7	7
Science	2	2	2	2	2	2
Topic (Hist, Geog, Art and DT)	7	7	7	7	7	6
Music	2	2	2	2	2	2
Languages	1	1	1	1	2	2
Computing	2	2	2	2	2	2
Games / PE/ Swimming	5	5	6	6	6	6
Religious Studies	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
Assembly	2	2	2	2	2	2
Philosophy	0	0	0	0	0	1
Forest School	1	1	1	1	1	1
TOTAL	40	40	40	40	40	40

This policy will be reviewed annually.

Reviewed by Trustees Education Committee:	February 2023
Next Review Due:	February 2024