

Curriculum Policy



Hollygirt

SCHOOL

Date of Review:	16/09/2024 / Version 1.2
Policy Review Led by:	Assistant Head (Academic)
Approval by Trustees:	09/10/2024
Date of Next Review:	September 2025

Table of Contents

Table of Contents.....	2
1. Aims	2
2. General.....	3
3. Curriculum	4
3.1. Early Years	4
3.2. Key Stage 1 and 2.....	4
3.3. Key Stage 3.....	4
3.4. Key Stage 4.....	5
3.5. Key Stage 5.....	5
4. Special Educational Needs (SEND).....	5
5. Policy Frameworks.....	5
Appendix A - Senior School Curriculum Time	6
Appendix B - Prep School Curriculum Time	7
Appendix C - Sixth Form Curriculum Time	8

To be read in conjunction with the following policies:

- Assessment, Recording and Reporting Policy
- Behaviour and Discipline Policy
- PSHE and RSE Policy
- SEND Policy

This policy will be reviewed annually.

1. Aims

The aim of the curriculum of is to provide a full time, supervised learning experience for all pupils, as described under 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. This aims to ensure acquisition of age-appropriate skills in speaking, listening, literacy and numeracy as well as physical skills. The curriculum will promote the spiritual, cultural, moral, emotional and physical development of all pupils at the school and will prepare pupils for the opportunities, responsibilities and experiences of adult life in contemporary society.

The curriculum aims to meet the needs of all pupils including those with a school Individual Education Plan (IEP) or holding an Educational, Health and Care Plan (EHCP), 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.

Throughout all Key Stages the curriculum broadly follows the National Curriculum and supports continuity of learning between the key stages to support every pupil to learn

and make progress. The curriculum is currently managed by the Head, Assistant Head (Academic) 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 teachers are responsible for lesson planning in accordance with departmental Schemes of Work.

Staff deliver a wide variety of topics, maintaining a culture of equality in which pupils with protected characteristics, as defined under the Equality Act 2010, do not experience unlawful discrimination. Where political issues may arise through the course of study or through Extra Curricular activities, pupils are offered a balanced presentation of opposing views. The curriculum 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.

2. General

Pupils' spiritual, moral, social and cultural development is promoted through the curriculum as a whole to enable our pupils to develop an informed appreciation of the wider world around them, alongside the PSHE programme (see also PSHE and RSE Policy) and also school assemblies during morning registration times. Through these, as well as within certain areas of subject lessons, particular attention is paid to fundamental British values.

All pupils across the whole school receive careers guidance, for example, during PSHE lessons, career days and form time activities throughout the year. In Year 10 pupils participate in a programme of Work Experience.

Extra-curricular activities take place during the lunch break and after school.

The timetable operates over 5 days with each day having 8 x 40-minute lessons in Seniors and slightly reduced times for some periods in the Prep School to fit with their school day. Please refer to the Appendices of this Policy for details of the breakdown of subject lesson time within the timetable. The curriculum for each Key Stage and departments utilises a range of quality classroom resources in the planning and delivery of pupils' education. 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.

Marking conventions and assessment frequency are set by departments. Typically this will include a mixture of self-marking, peer marking and teacher marking. Reference should be made to the Assessment Recording and Reporting Policy for further details.

A culture of behaviour for learning is embedded in the ethos of the school and we have high expectations for all our pupils. See the Behaviour Policy.

All lessons are instructed in English throughout the school, unless another language is the focus of the lesson, for example during Modern Foreign Language lessons.

3. Curriculum

3.1. Early Years

Our 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 EYFS seeks to provide:

- Quality and consistency so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The areas of learning and development for the EYFS are set out as detailed below. The prime areas of learning are:

- Communication and Language (listening, attention, understanding and speaking)
- Personal, Social and Emotional Development (self-regulation, managing self, building relationships)
- Physical Development (gross motor skills, fine motor skills).

The specific areas for learning are:

- Literacy (comprehension, word reading and writing)
- Mathematics (number, numerical patterns)
- Understanding the World (past and present, people, culture and communities, the natural world)
- Expressive Arts and Design (creating with materials, being imaginative and expressive)

Language work includes English skills - learning to listen, reading, story, sentences, phonic work and learning to write with the correct formation of the letters. 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.

3.2. Key Stage 1 and 2

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

3.3. Key Stage 3

The planned curriculum for all Key Stage 3 pupils includes English (including Language, Literature and Drama), Mathematics, Science (Year 7: General Science, Year 8 and 9: Biology, Chemistry and Physics), Computing, Design and Technology, Spanish, French, History, Geography, Art, Music, Religious Studies, Physical Education and PSHE.

3.4. Key Stage 4

In Key Stage 4 the core curriculum includes English Language, English Literature, Mathematics, Physical Education (non-examined) and PSHE (non-examined).

The optional subjects which may be chosen from are given in the Year 9 Options Booklet for each academic year and made available to current pupils and parents.

Typically, a pupil will select six optional subjects as part of a full timetabled curriculum and are encouraged to select a range of subjects. Individual learning needs will be considered where adjustments to this number of subjects are required.

Additionally, some examined subjects may be offered as part of the Extra-curricular Activities offering.

3.5. Key Stage 5

The Key Stage 5 curriculum follows Level 3 subjects including A-levels in Textiles, Geography, English Literature, Mathematics, Physics, Chemistry and Psychology; and WJEC Level 3 Criminology. Sixth Form students also receive PSHE (non-examined) lessons.

4. Special Educational Needs (SEND)

Pupils with a specific learning difficulty can have a programme of support and may be at times supported by a Classroom Assistant (see SEND Policy).

5. Policy Frameworks

- Careers Guidance and Inspiration in Schools (March 2015)
- Department for Education (March 2012)
- Education Act (Section 29, 2011)
- Equality Act 2010
- 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

Appendix A - Senior School Curriculum Time

Subject	Key Stage 3		
	Year 7	Year 8	Year 9
English *	5	4	4
Maths	5	5	5
Science (Biology/Chemistry/Physics)	5	6	6
Spanish	2	2	2
French	2	2	2
Design Technology	2	2	2
Drama	1	1	1
History	2	2	2
Geography	2	2	2
Art	2	2	2
Music	2	2	2
Computing	2	2	2
Physical Education	5	5	5
Religious Studies	2	2	2
PSHE	1	1	1
TOTAL	40	40	40

* English may also include Literacy and/or Reading lessons (1 x 40 minutes each)

Subject	Key Stage 4	
	Year 10	Year 11
English (Language and Literature)	6	6 ^
Mathematics	6	6 ^
Option A *	4	4
Option B *	4	4
Option C *	4	4
Option D *	4	4
Option E *	4	4
Option F *	4	4
Physical Education **	3	3
PSHE	1	1
Total	40	40

* Options are as per the Options Booklet for that year group, as mentioned in this Policy and provided to pupils and parents at the time of selecting them

** Where GCSE Physical Education is studied this time is additional to the time stated for the Options. Time may also be used for Art where previously agreed.

^ GCSE PE may also be studied during this time, with 1 x 40-minute period from English and Maths

Appendix B - Prep School Curriculum Time

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 (History, Geography, Art and DT)	7	7	7	7	7	7
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
Forest School	1	1	1	1	1	1
Total	40	40	40	40	40	40

Appendix C - Sixth Form Curriculum Time

- Sixth Form students have lessons across their three subjects, with 8 x 40-minute periods for each subject each week.
- Often sessions are delivered in double periods, being 80 minutes.
- PSHE is delivered in a 40-minute period each week.