

# Rishworth School: Curriculum Policy

Reviewed by: SMO, ASG, AW
Date: Trinity 2017
Next Review: Trinity 2019

*Distribution: Internal School Policy Files, Website and Parents' and Pupils' Handbook*

*Note: To be read in conjunction with the 'Rishworth School Curriculum Plan', which is an appendix to this Policy. The Heathfield Curriculum Policy also forms an appendix to this policy.*

## 1. Rishworth Curriculum

1.1. Rishworth sees the academic curriculum in three main ways:

- a. **as a means to an end**, the 'means' being the nourishment and stimulus which subjects of study provide; the 'end' being the intellectual, moral, spiritual, social, personal and physical growth, and eventual blossoming, of each child;
- b. **as a blend of elements** which, singly and aggregately, are of intrinsic interest and worth;
- c. **as a preparation for fulfilment in future life** - not only at work but also, more broadly, in society at large.

1.2. It follows, that, whilst we embrace the spirit of the National Curriculum - and in many ways go well beyond it in scope - we cherish and exercise our freedom as an Independent school not to adhere to it in every detail. We find that such latitude enables us to meet better the needs of individual pupils. The curriculum is regularly reviewed to ensure it remains pertinent to pupils' needs and to the world at large.

1.3. In accordance with ISI requirements, we provide:

- a. full-time supervised education for pupils of compulsory school age (as well as for those who are younger and older), which gives pupils 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 any pupils with an EHC plan;
- c. for pupils to acquire skills in speaking and listening, literacy and numeracy;
- d. where the principal language of instruction is a language other than English, lessons in written and spoken English;
- e. where a pupil has an EHC plan, education which fulfils his/her requirements
- f. personal, social, health and economic education which reflects the School's aims and ethos, to include encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a), further details of which may be found in the policy on PSHCE;
- g. appropriate, impartial careers guidance for pupils receiving secondary education that enables them to make informed choices about a broad range

of career options and encourages them to develop their potential, further details of which may be found in the careers policy;

- h. a programme of activities which is appropriate to the needs of pupils above compulsory school age;
- i. for 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.
- k. education that promotes 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. Heathfield Curriculum (Nursery to Year 6)**

2.1. In the broadest sense, the curriculum consists of all the experiences a child has during their time at school. By careful planning we aim to create an environment in which all those experiences are positive, and in which all children can learn and enjoy success whilst being challenged to achieve at the highest standard.

2.2. In addition to the School's overarching curricular aims, as set out above, the more specific purposes of the Heathfield Curriculum are:

- a) To provide pupils with a broad, balanced education and a sound foundation in Literacy and Numeracy
- b) To provide pupils with a wide range of academic, social, sporting and cultural opportunities
- c) To prepare pupils to become independent learners and creative thinkers
- d) To encourage children to integrate responsibly into a wider society

2.3. The content of the curriculum closely aligns to the Foundation Stage Early Learning Goals and the National Curriculum at Key Stages 1 and 2. This content is delivered in rich and varied ways to ensure accessibility by pupils of varied abilities. Opportunities to promote personal, social and moral development and to use I.C.T. are actively pursued. Homework is used to support the work carried out in the classroom.

2.4. During their time at Heathfield children gather knowledge and skills in a wide variety of academic subjects, with the following forming the basis of the timetabled week:

- Literacy
- Science
- History
- Art & DT
- P.S.H.C.E.
- French
- P.E
- Numeracy
- I.C.T.
- Geography
- R.E.
- Music
- Games

- 2.5. Lessons are differentiated for children of varied ability and there is set work, but classes are of mixed ability. Swimming lessons begin in Nursery. During the Foundation Stage and Year 1 many subjects are taught by class teachers and Key Workers. From Year 2 more subject specialist teaching is introduced, with a wide range of extra-curricular activities and co-curricular activities to enhance the curriculum.
- 2.6. The Heathfield Curriculum appendix gives greater detail concerning the curriculum followed by children from Nursery to Year 6 and describes the key curriculum aspects for children in Foundation Stage, Key Stage 1 and Key Stage 2.

### **3. Lower School Curriculum (Year 7 to 9)**

- 3.1. We believe that too great a specialisation at an early stage can be unwise. From the age of 11, therefore, pupils are provided with a broad, balanced curriculum comprised of the usual range of subjects found in secondary education.
- 3.2. In Year 7, subjects tend to be taught in mixed ability groups, as experience has shown that at this stage such an approach benefits all pupils. During Year 7 pupils are put into Maths sets and in Year 8 setting is introduced in English, French and Spanish, with Science being taught in sets from Year 9.
- 3.3. The following subjects form the basis of the timetabled week:  
Art, Design & Technology, Drama, English, Food & Nutrition, French, Geography, History, ICT and Computing, Mathematics, Music, PSHCE, Physical Education, Religious Studies, Science and Spanish.

### **4. Middle School Curriculum (Year 10 and 11 - GCSE)**

- 4.1. In Years 10 and 11 pupils are able to be a little more selective about the subjects they wish to pursue but the aim is still to maintain a balance between the arts, humanities, and practical subjects in addition to the core subjects of English, Mathematics, Science and Languages. During Year 9, every pupil is given guidance in a carefully-worked-through process in order to ensure that the best use is made of individual strengths and aptitudes. Parents are consulted throughout. The timetable subjects at the time of publication are:
- 4.2. Core: English Language and Literature, Mathematics, Science, a Modern Foreign Language (for most), plus non-examination PSHCE as well as non-examination Games. (The most able scientists will take separate GCSEs in Physics, Chemistry and Biology and the most able mathematicians may take GCSE Further Mathematics).
- 4.3. Option Subjects: Art and Design, Business Studies, Computing, Design & Technology, Drama, Food & Nutrition, Geography, History, ICT, Music, GCSE Physical Education, Psychology.

### **5. Sixth Form Curriculum**

- 5.1. Entry to the Sixth Form represents a major step in a student's development. A process of social and academic adjustment occurs as students are encouraged to read more widely, think more deeply and develop the skills of intellectual inquiry.

Consequently they mature very rapidly at this stage; personalities begin to flower and self-confidence and assurance grow. The School takes great care to consult and advise students and their parents on the choice of sixth-form courses.

- 5.2. Most pupils seeking entry to higher education take three or four subjects at A Level. In addition, an enhanced programme of study is followed including study and research skills, careers advice and life skills and a wide range of practical, topical, social and moral issues for discussion.
- 5.3. A specialist programme of teaching and learning is available for all students whose first language is not English and who need additional support. In some cases this may replace one or more academic subjects.
- 5.4. All Sixth Form students are allocated a Personal Tutor. This will be a member of the teaching staff who will take special care to monitor a pupil's progress academically and pastorally and who will advise on careers, further education and the completion of U.C.A.S. applications etc.
- 5.5. Current AS/A2 level subjects offered are:

Art and Design, Biology, Business Studies, Chemistry, Design & Technology, Drama, Economics, English Language, English Literature, French, Geography, History, Information Technology, Mathematics, Further Mathematics, Music, Physics, Psychology, Physical Education, Spanish. Level 3 Diploma courses are also available in Physical Education and in Food & Nutrition.
- 5.6. In addition an increasing number of students are choosing to study for, and complete, the Enhanced Project Qualification, a piece of research work with a terminal presentation, equivalent to half a full A-Level. This is normally started in November of the Lower Sixth and completed by November of the Upper Sixth.
- 5.7. Furthermore, at both GCSE and A level, other subjects may be taken by individual agreement (for example in other Modern Foreign Languages) where this is commensurate with a particular student's aptitudes and experience and where the School can make suitable provision. Educational provisions which can lead to other forms of nationally-recognised certification are also available, for instance: for PLN pupils, HPQ; for Modern Linguists ELC; for EFL students, IELTS and IGCSE English; and, for students generally, Trinity College (or Associated Board) Music Examinations, Sports Leadership Awards and Bronze, Silver or Gold Duke of Edinburgh's Awards.

## **6. The Broader Curriculum**

- 6.1. In essence, Rishworth adopts the same tri-partite perspective on the broader curriculum as on the academic (see above), since the purpose of both is ultimately the same. We understand the broader curriculum to include not only formal elements (such as out-of-class activities and clubs) but also less tangible ones (constituting what has been called the "hidden" curriculum) such as the values the School espouses in principle, encourages in practice and expresses in daily life. These broader "curricular" elements, encompassed by the School's Statement of Purpose and Aims, underpin everything the School stands for and everything it can and does achieve. These vital elements are reinforced by diverse means, both implicitly and explicitly, such as through the quality of interpersonal relationships, the standards of

conduct and appearance expected, assemblies and individual pastoral work, charitable undertakings and opportunities for teamwork and leadership.

SO, AW, ASG

## **Appendix: Heathfield Curriculum Policy**

*Note: This policy complements Rishworth's Curriculum Policy and should be read in conjunction with Rishworth and Heathfield policies in Teaching and Learning and other relevant curriculum policy documents.*

### **Aims and Objectives:**

At Heathfield we aim to create a welcoming learning environment in which all children will be safe, comfortable and able to learn effectively. We seek to encourage high aspirations and are committed to delivery of a broad and balanced curriculum which will be flexible and responsive to the needs and abilities of individual pupils. Broadly, the objectives are:

1. To provide pupils with a broad, balanced education and a sound foundation in Literacy and Numeracy
2. To provide pupils with a wide range of academic, social, sporting and cultural opportunities
3. To prepare pupils to become independent learners and creative thinkers
4. To encourage children to integrate responsibly into a wider society

Heathfield provides pupils with:

- Full-time supervised education for pupils of school age
- Experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- Subject matter which is age and ability-appropriate and according to any specific individual needs
- The opportunity to acquire skills in speaking and listening, literacy and numeracy
- Personal, social and health education which fulfils the needs of individual pupils
- Opportunities to further interests and undertake new experiences
- Preparation for later life, both within a secondary school, setting and beyond

### **Curriculum Content:**

The content of the curriculum draws upon, but is not limited to, the areas of learning and experience outlined in national guidance for Foundation Stage and the National Curriculum at Key Stages One and Two. While recognising the value of much of the available material and guidance which exists, Heathfield has the flexibility to innovate and move beyond the material which is statutory for maintained schools.

The Heathfield curriculum is designed to be rich and varied, delivering a broad and balanced curriculum which will suit the needs of individual pupils.

Pupils' work is marked with care and in accordance with policy and guidance, to create working learning documents.

Opportunities to promote child welfare, safety and personal, moral, social and spiritual development are pursued actively in all aspects of the curriculum.

### **Curriculum Delivery:**

We recognise that children learn using a variety of conscious and unconscious methodologies, that there are natural preferences for visual, auditory and kinaesthetic modes of learning, for example, that children maintain differing rates of progress and that children will have specific areas of strength and weakness, both of which will need appropriate support. We believe that children learn most effectively when they are:

- Happy
- Confident
- Interested
- Motivated
- Achieving success
- Recognised for their successes
- Undertaking tasks which match their ability
- Challenged
- Stimulated

Colleagues are encouraged to be mindful of these criteria through regular training, INSET and discussion in meetings, where children and child welfare form regular standing items on meeting agenda.

Education is delivered using a variety of methodologies and to individuals or groups as is felt to be most appropriate.

Homework is used to support and consolidate work carried out in the classroom.

### **The Broader Curriculum:**

Cross curricular themes are recognised and incorporated into planning. Colleagues are encouraged to find and develop links between different subject areas, to consider holistic education for the 'whole person' and to develop ways in which learning 'makes sense' to pupils, both in particulars and in general. Particular standing examples would include:

- Child Protection (including e-safety)
- PSHCE and wider issues of Citizenship
- Sex Education (delivered as part of Science and PSHCE within a social context)
- Drugs awareness
- Health and Safety (including healthy eating, road safety awareness etc.)

### **Planning:**

To ensure that individual needs are met most effectively and that the requisite progress is made, planning is undertaken within and between phases. Short-term planning takes place on a weekly basis. There should be progress criteria and clearly stated objectives, which

should be communicated to the pupils in some form (e.g. by WALT and WILF, success criteria and so on as appropriate) Colleagues are encouraged to be thorough and detailed but are also reminded that planning should be flexible and easily adapted in the face of changing situations. Colleagues are actively encouraged to move away from plans where a learning opportunity presents itself or where the needs of the child dictate.

Termly plans, drawn from schemes of work, are stored on the Heathfield Shared Area and are coordinated by subject leaders and over-seen by the Assistant Head.

### **Monitoring:**

Monitoring of work is carried out in accordance with the Rishworth and Heathfield policies on assessment and other relevant policy documentation. Regular assessments are carried out and progress is reported to parents in both meetings and written formats.

### **Educational Visits:**

Children across both Key Stages take part in school visits designed to enrich their curriculum and broaden their experiences. Children in Years 3 to 6 have the opportunity to take part in residential visits.

### **Co-curricular Activities:**

Heathfield provides a wide range of co-curricular activities, available to children in Key Stages One and Two, designed to enrich the curriculum and broaden the experiences of our pupils

### **Parents:**

At Heathfield we know that learning takes place most effectively in a situation where pupils are supported equally at home and at school and where consistent expectations and methodologies are applied. For this reason, we maintain and develop numerous important links with the parental body, enhancing this partnership by:

- Holding regular parental conferences where pupils' progress is discussed and future targets developed
- Issuing termly information sheets
- Issuing fortnightly whole-School Newsletters which can include curriculum information
- Issuing informational hand-outs where appropriate, for example, about reading at home
- Issuing guidelines on a range of matters in the Parents' Handbook and throughout the Year
- Holding Induction meetings for parents of children moving between phases
- Holding informational evening presentations, such as Maths Curriculum evenings to inform parents of methodology
- An *Academic Focus Newsletter* describing curriculum developments and achievements.
- Having coffee mornings for groups of parents from specified Year groups

All parents are able to speak with colleagues informally on matters concerning the curriculum as with all others and are encouraged to do so. They are also able to speak with members of SLG on the same basis.

### **Foundation Stage:**

In the Foundation Stage, the work undertaken follows the Curriculum Statement for Early Learning Goals, which are consistent with the objectives of the National Strategies in

Numeracy and Literacy. All pupils are encouraged to integrate ICT into their learning. Some specialist teachers are employed to deliver particular aspects of the FS curriculum. All colleagues are encouraged, through regular training, INSET and discussion, to integrate ICT into their teaching.

### **Key Stage One:**

In Key Stage One, the curriculum is based upon the National Curriculum with emphasis placed upon delivery of the core subjects: Mathematics, English and Science. We aim, where possible, to deliver these lessons in mornings. Specialist teachers are employed as appropriate, and such lessons are deliverable within specialist areas. All pupils are encouraged to integrate ICT into their learning. All colleagues are encouraged, through regular training, INSET and discussion, to integrate ICT into their teaching.

### **Key Stage Two:**

In Key Stage Two, the curriculum is based upon the National Curriculum. The importance placed upon Mathematics, English and Science is reflected in the time allocated to these subjects. We aim, where possible, to deliver these lessons in mornings. Specialist teachers are employed as appropriate, and such lessons are deliverable within specialist areas. At this age, we are particularly conscious of the need to deliver a broad and balanced curriculum and not to become narrowed to 'exam preparation' to the exclusion of wider learning. However, for pupils in Years 5 and 6 in particular, we aim to provide some examination technique coaching and allow greater experience of production of material under conditions more closely approximating those found in examinations. All pupils are encouraged to integrate ICT into their learning. All colleagues are encouraged, through regular training, INSET and discussion, to integrate ICT into their teaching.

### **Progress and Differentiation:**

Schemes of work for each subject area ensure progression by identifying objectives and success criteria and by incorporation of the appropriate methods of monitoring and assessment. Differentiation must also appear in the planning documentation and be observed in the delivery of lessons.

Appropriate levels of differentiation are a matter for teachers with individual pupils but can be discussed collectively or with the colleague with responsibility for Learning Support. It is important to note that equal consideration should be given to the preparation of materials and the quality of delivery for all ability levels.

### **Assessment and Record Keeping:**

More detailed information is given in the Heathfield Assessment Policy; what follows is a summary. Assessment at Heathfield includes:

1. Informal assessment: Informal assessment is carried out throughout the year and can involve a number of strategies e.g:
  - a) teacher observation of practical and oral work.
  - b) the use of verbal feedback.
  - c) the use of questioning.
  - d) speaking with and listening to pupils.
  - e) looking at written work, artwork, models etc.
  - f) involving pupils in their own learning and target setting.
  - g) using marking for effective feed-back.



2. Formative assessment: these assessments are ongoing throughout the School year:
  - a) Foundation Stage Profile.
  - b) Long writing task – Reception to Yr 6.
  
3. Summative assessment: These assessments are completed each term to provide an overall picture of each child in relation to the Class, the Year Group, and, where applicable, national standards. They are also diagnostic. The results enable comparisons to be made with other cohorts and to monitor and track progress across the School thus providing a base-line and evidence of value-added:
  - a) NFER Progress in English and Maths 5 – 9
  - b) NFER Reading Now (yr1)
  - c) Suffolk Reading Scale Levels 1 – 2 (Years 2 – 6)
  - d) NFER Non verbal reasoning (Yr 3)
  - e) NFER Non verbal reasoning (Yr 5)
  - f) KS2 SATS
  - g) QCA Optional tests (Yr 3,4,5.)

#### **Recording:**

Recording of results is overseen by the SLG. Staff are responsible for recording their pupils' Test and Standardised Scores on the Heathfield Shared Site. A hard copy is held in the Class File, and the SLG analyse results and trends.

#### **Reporting to Parents:**

Teachers report to parents and meet with them every term:

- **Autumn term**: to set targets for Maths and Literacy based on the assessment information.
- **Spring term**: to report progress and discuss agreed targets in Maths and Literacy and discuss progress in all other subjects based upon assessment.
- **Summer term**: to review progress throughout the year in all subjects

#### **Transfer to Secondary School:**

Most Heathfield Year 6 pupils transfer to Rishworth School. The Year 6 teachers and Deputy Head liaise with Rishworth Head of Lower School and Year 7 Staff to exchange information during the Summer Term to ensure a smooth transition. SATS results are transferred at the end of the Summer Term. There is an Entrance Examination to Rishworth in November. Generally, places are reserved for Heathfield pupils; academic scholarships will depend upon performance, however.

Details of test and teacher assessments are passed on to receiving teachers at the end of each school year and records are maintained year-on-year to be kept with pupil records.

#### **Curriculum Monitoring and Evaluation:**

- The Heathfield Head and SLG (Senior Leadership Group) recognise that the curriculum is one of the most important aspects of School life.
- The SLG maintain an overview of curriculum development and delivery

- The SLG has particular responsibility for development of the curriculum and for overseeing the effective delivery of the curriculum
- The SLG the observation programme which is integral to the maintenance of high standards of monitoring and evaluation
- Planning is overseen by subject co-ordinators and phase heads where appropriate.
- Subject co-ordinators carry out an annual review and subject audit to create development plans and budget requests for the following year