

Curriculum Overview

This policy is applicable to all pupils, including those in the EYFS.

Aims and Underlying Principles of the Curriculum

The curriculum at St. Hugh's is designed to provide for all students, in a safe and secure environment conducive to learning, the opportunities to:

- Experience a broad and balanced education, which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests. This education will be delivered through subject matter which is appropriate for their age and aptitude, including those with a statement of special educational needs (SEN) or an education, health and care plan (EHC).
- Have a full-time supervised education for pupils of compulsory school ages which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Acquire and develop knowledge, understanding and skills to enable all pupils to learn and make progress.
- Fulfil the educational requirements of those pupils who hold a statement or an education, health and care plan (EHC);
- To prepare pupils for the opportunities, experiences and responsibilities to enable them to progress with confidence to the next stage of their life.
- To provide an education through a process which encourages them to engage in lifelong learning.
- To participate as effective citizens in a multi-ethnic society
- Personal, social, health and economic education which- (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- To develop for themselves an active and healthy lifestyle.
- Enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- Develop the Key Skills of literacy, numeracy, speaking and listening and ICT.

- Develop co-operative and interpersonal skills.
- Acquire the study skills necessary to realise their learning potential and aid them in the preparation for secondary transfer and to help put down foundations for adult life.
- Become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the curriculum at St. Hugh's there is an understanding that:

- All students are entitled to, and should be offered, a comparable range of educational opportunities including those with Special Educational Needs and those particularly able.
- There are differences in the abilities, aptitudes, interests and other characteristics of students that need to be catered for.
- The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- Extra-curricular activities, such as school productions, fund raising activities, school teams, visits and residential trips are an important aspect of the curriculum.
- There is a statutory obligation to meet the requirements of the National Curriculum.

All pupils in the school will follow an appropriate curriculum and the highest standards are sought in all areas. Schemes of work are drawn up by the relevant Heads of Department and implemented in such a way that all pupils have the opportunity to make progress across all year groups and subjects. We believe that the education that they receive should be interesting and a worthwhile experience in itself as well as preparing them for the next stage of their education and their life as a member of society. The schemes of work are constantly reviewed to meet the needs of all pupils as they move through the school, including those with a statement of special educational needs (SEN) or an education, health and care plan (EHC).

The plans and schemes of work also ensure that fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are not undermined, but actively promoted.

A framework is in place for pupil performance to be evaluated with reference to the school's own aims. Using a combination of external standardised assessments and internal teacher assessments, it ensures pupils develop and fulfil their potential as well as ensuring they transfer successfully to their senior school.

To avoid children developing a fixed mindset as opposed to a growth mindset, at St. Hugh's we choose not to use terms such as gifted and talented. All pupils should be encouraged to see the key to success as being determined and sustained effort rather than any innate ability. However, HODs should be aware of those children who have a natural aptitude for their subject and ensure that these pupils are sufficiently challenged so that they have to continue to work hard to succeed. Activities may include a differentiated curriculum, access to out of school activities with other children of similar ability or in extreme cases, moving up a year group for a particular subject.

A learning support policy is also in place to support pupils with additional needs, a statement of special educational needs (SEN) or an education, health and care plan (EHC). SEN information is disseminated to staff at the beginning of each term and a register kept to help staff ensure that their needs are met. Differentiation takes place in the classroom, supported by teaching assistants when necessary, and intervention lessons also take place on a weekly basis alongside additional 1-1 lessons provided by specialist speech & language and dyslexia teachers.

PSHE education is delivered by form teachers on a weekly basis using the Jigsaw scheme which ensures that every year group from EYFS to Year 6 are looking at the same themes at the same time (Being Me in My World, Dreams and Goals, Relationships, Celebrating Difference, Healthy Me, Changing Me). These themes are also explored further in assemblies. Years 7 & 8 use the Boardworks scheme which focuses on Personal Wellbeing Relationships (Sex Education, Physical Health, Emotional Health, Drugs Education, Learning to Learn) and Economic Wellbeing and Financial Capability (Personal Finance, Careers, Enterprise, Business, Global Issue). The second aspect provides accurate, up-to-date careers guidance that is provided in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

Speaking and listening is an important part of the curriculum in the classroom. It is further developed by having every year group being involved in a play each year, weekly assemblies, events such as the elocution competition and hobbies such as debating.

The timetable is written by the Director of Studies though individual teaching loads are decided by the Headmaster in discussion with the individuals concerned. The school aims to be fair in the distribution of workloads and every type of contribution to the life of the school is considered when assessing teaching loads.

The Early Years Foundation Stage

The EYFS follows the seven areas of Learning and Development. The first three are known as the Prime Areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) and develop quickly in response to relationships and experiences. These support and scaffold the four Specific Areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) which include essential skills and knowledge to ensure that children have the best possible start to their learning journey.

How pupils progress towards the early learning goals:

Children in the Early Years (2-5 Years) are assessed at the beginning of the academic year against the age appropriate areas of learning from Development Matters. If they join midway

through the year they are assessed within three weeks of being in the setting. This baseline assessment covers all the areas of the curriculum. Over the course of the year the children are assessed again in December, March and June. This assessment comprises of teacher assessment using various types of observations, as well as some tests for phonics or mathematics. It also includes assessed writing pieces.

This assessment is recorded on tracking sheets. Tracking the children allows the teachers to adapt their planning to ensure a balanced coverage of the curriculum. In the 2-3 room there is a focus on the Prime areas, although the entire curriculum is covered. In the pre-school room there is an emphasis on school readiness. To this end all areas of the curriculum are given equal weighting.

When the children move into Reception the learning journeys and observations continue and the evidence for all areas of the curriculum is assessed against Development Matters, with a view to the final Early Learning Goals. The tracking once again allows the teachers to ensure that each area of learning is covered. At the end of their Reception year the children are assessed against the Early Learning Goals. This assessment is submitted to the Local Authority and is moderated within a cluster group before submission.

The timings of lessons in the EYFS are decided by class teachers in conjunction with the Director of Studies as to when subject specialists who teach the EYFS are available. Specialist teaching in French, swimming and forest school is introduced from the nursery; computing and PE specialist lessons start in Reception.

Key Stage One (PrePrep)

All subjects are taught as form groups by the form teacher with specialist teaching continuing to take place for French, PE, swimming, forest school and computing. The timings of lessons are decided by class teachers in conjunction with the Director of Studies as to when subject specialists who teach the PrePrep are available.

Years One and Two are currently taught in two mixed ability parallel classes, reflecting a balance of ability, gender, special educational needs and character.

The allocation of time for Years One and Two is indicated below:

	Year 1	Year 2
Literacy	330	330
Numeracy	240	270
Humanities	105	105
Science	45	45
Forest school	90	90
ICT	40	40
Music	40	40

PE	60	60
Swimming	40	40
French	40	40
Art/DT	60	60
PSHEE	45	45

Years 3 & 4

All subjects are taught in form groups with the exception of games when the two year groups amalgamate. There is a literacy and numeracy hour each morning with the Year 4 teacher teaching literacy to both year groups and the year 3 teacher teaching numeracy. This provides continuity between the two year groups. Humanities and PSHE is taught by the form teacher and all other subjects are taught by subject specialists. For phonics, years 3,4 & 5 are split into small groups of around 6-8 pupils based on phonics knowledge. Intervention lessons, coordinated by the SENCO, take place on Monday and Friday mornings.

Years 5 & 6

To ensure that the curriculum provides sufficient breadth to meet the school's aims, Saturday school is introduced in Year 5. Lessons continue to be taught in form groups though setting is introduced for Mathematics and French in Year 6. Movement between sets is monitored regularly and is available at any time in the year.

Year 6 is taught as a year group for PE and swimming and amalgamates with Year 5 for games. DT replaces forest school as part of the timetabled curriculum with forest school instead becoming part of the extra-curricular programme. Pupils in year 5 also have an introductory lesson to Spanish and Latin (1/2 the year on each) before opting for a second foreign language in Year 6. Children for whom a second language is not appropriate, have additional lessons in literacy and numeracy. Intervention lessons take place on Monday and Friday mornings and, for non-orchestral pupils, before lunch on Thursdays.

Year 7 & 8

The curriculum in Years 7 & 8 is geared towards Common Entrance. A more rigorous setting system means that the curriculum is divided into four blocks governed by a pupil's ability in English, Mathematics/Science and French. English dictates History, Geography, RE, Music, ICT, Art and DT. Maths is taught against Science. German (which is currently being phased out to be replaced by Spanish), Latin, PE and Swimming are taught as year groups. Intervention lessons take place on Monday and Friday mornings and, for non-orchestral pupils, before lunch on Thursdays.

To meet the needs of each individual child, the timetable has been written so that there is greater flexibility for years 7 & 8 on Saturdays. Rather than allocated lessons, different activities take place depending on the needs of the child. This can include preparation work for scholarships or additional support work as well as enhancement lessons such as leadership skills. Rehearsals for the school play also take place in the Spring Term.

The time allocation for Years 3 to 8 is below.

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Art	80	60	80 *	80 *	60	60
DT			80 *	80 *	60	60
English	340	320	280	240	180	180
Forest school	60	60	80 *	80 *		
Form time	40	40	40	40	40	40
French	60	80	100	100	120	100
Games	210	210	210	210	210	210
Geography			60	60	100	100
History			60	60	60	60
Humanities	140	180				
ICT	60	40	40	40	40	40
Latin			60 **	100	100	100
Maths	320	320	320	220	180	180
Music	60	80	80	60	60	60
PE	60	60	60	60	80 ***	80 ***
Phonics	20	20	20			
PSHEE	20	20	20	20	20	20
R.E.			40	60	100	100
Science	140	120	120	180	180	180
Spanish			60 **	100	100	100
Swimming	60	60	60	60	80 ***	80 ***

* Y5 & 6 pupils rotate between forest school, art and DT during the year

** Y5 pupils half a year of Latin and half a year of Spanish before opting for one in Y6 (some pupils may only do French and have additional learning in Latin/Spanish instead)

*** Pupils in Y7 & 8 do swimming as part of the CE curriculum rather than as a separate subject. Y8 also undertake a Sports' Leadership course during the year.

Staff Responsible	Director of Studies
Last reviewed	Autumn 2018
Date of next review	Autumn 2019

