St Hugh's School
Woodhall Spa
A Repton School

CURRICULUM OVERVIEW

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

This policy should be read in conjunction with the following policies: Teaching and Learning, Learning Support, PSHE, RSE, Careers and Safeguarding.

1. Aims and Underlying Principles of the Curriculum

1.1 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:

a. 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 an education, health and care plan (EHC).

b. 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.

c. Acquire and develop knowledge, understanding and skills to enable all pupils to learn and make progress.

d. Fulfil the educational requirements of those pupils with additional needs and/or disabilities with or without an EHC plan.

e. To prepare pupils for the opportunities, experiences and responsibilities to enable them to progress with confidence to the next stage of their life.

f. To provide an education through a process which encourages them to engage in lifelong learning.

g. To participate as effective citizens in a multi-ethnic society

h. Personal, social, health 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);

i. To develop for themselves an active and healthy lifestyle.

ii. 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.

iii. Develop the Key Skills of literacy, numeracy, speaking and listening and ICT.

iv. Develop co-operative and interpersonal skills.

v. 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.

vi. Become receptive to new ideas and to make independent and informed decisions which affect themselves and others.

vii. 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.

viii. Understand what it means to be an effective learner and use the shared language of learning developed through our visible learning programme

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

a. All students are entitled to, and should be offered, a comparable range of educational opportunities including those with additional needs and those particularly able.

b. There are differences in the abilities, aptitudes, interests and other characteristics of students that need to be catered for.

c. The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.

d. Extra-curricular activities, such as school productions, fundraising activities, school teams, visits and residential trips are an important aspect of the curriculum.

e. There is a statutory obligation to meet the requirements of the National Curriculum.

1.3 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 an EHC plan.

1.4 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.

1.5 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. External assessments include annual GL Assessment CAT testing as well as NGRT, NGST and Progress Tests in English, maths and science.

1.6 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.

1.7 A learning support policy is also in place to support pupils with additional needs with or without an EHC plan. 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 alongside daily precision teaching and additional 1-1 lessons provided by specialist speech & language and dyslexia teachers.

1.8 PSHE education is delivered by form teachers in the Pre-Prep, whilst in the Prep School the Middle School years have consistency with one designated senior teacher and the Upper School have the Head of Upper School. This changed from form time with form tutors to a timetabled lesson within the curriculum in order to enhance the consistency and profile of the subject. Themes are also explored further in assemblies to the whole school. Further information can be found in the PSHE and RSE policies.

1.9 Use of the Jed job explorer database alongside trips to places of work and participation in national STEM competitions ensure pupils are given accurate, up-to-date careers guidance in an impartial manner, enabling them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

1.10 Oracy 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 with pupils delivering match reports, IPQ presentations, events such as the Speech & Drama Festival and hobbies such as debating. Drama has been added to the curriculum for the Upper School.

1.11 The timetable is written by the Deputy Head (Academic and Operations) 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.

2. The Early Years Foundation Stage

2.1 The Early Years department follows the 2021 EYFS framework. There are seven areas of Learning and Development. Three are regarded as the prime areas:

a. communication and language

b. physical development

c. personal, social and emotional development

2.2 An additional four specific areas help to strengthen and apply the prime areas:

a. literacy

b. mathematics

c. understanding the world

d. expressive arts and design

2.3 How pupils progress towards the early learning goals:

a. 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.

b. 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.

c. 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.

2.4 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.

3. Key Stage One (PrePrep)

3.1 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.

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

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

	Year 1	Year 2
Literacy	330	330
Numeracy	240	240
Humanities	115	115
Science	40	40
Forest school	90	90
ICT	40	40
Music	40	40
PE	60	60
Swimming	40	40
French	40	40
Art/DT	60	60
PSHE	40	40

4. Years 3 & 4

4.1 All subjects are taught in form groups with the exception of games when the two year groups amalgamate. There is an English and maths lesson each day. This provides continuity between the two year groups. Humanities is taught by the form teacher and all other subjects are taught by

subject specialists. Intervention lessons, coordinated by the SENCO, take place on Monday and Friday mornings as well as other times.

5. Years 5 & 6

5.1 Lessons continue to be taught in form groups though setting is introduced for French in Year 6. Movement between sets is monitored regularly and is available at any time in the year.

5.2 Year 6 is taught as a year group for PE and swimming and amalgamates with Year 5 for games. Art, DT and Forest school are taught on a carousel. Pupils in year 5 also have an introductory lesson to Spanish and Latin (½ 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 as well as other times.

6. Years 7 & 8

6.1 The curriculum in Years 7 & 8 has departed from a Common Entrance emphasis and this has allowed a greater creativity in the curriculum with the addition of the IPQ, Drama and STEAM.

6.2 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 *	60 *	60	60
Drama				60	60	60
DT			80 *	60 *	60	60
English	300	280	280	200	180	180
Forest School	60	60	60 *	60 *		
Form time	40	40	40	40	40	40
French	80	100	100	100	100	100
Games	210	210	210	210	210	210
Geography			60	60	60	60
History			60	60	60	60
Humanities	120	100				
ICT	60	60	60	60	60	60
IPQ					60	
Latin			60 **	100	100	100
Maths	300	300	280	220	180	180

Music	60	60	60	60	40	60
PE	60	60	60	60	80 ***	80 ***
PSHE	40	40	40	40	40	40
R.E./TPR	40	40	40	40	40	40
Science	120	140	140	180	200	200
Spanish			60 **	100	100	100
STEAM						40
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 PE curriculum rather than as a separate subject. Y8 also undertake a Sports' Leadership course during the year.

In addition to the curriculum above, on four days a week (excluding Wednesday) there is a reading period after lunch to provide pupils and staff a quiet time in the day to engage with a book. This then feeds into the Accelerated Reader programme.

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