

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Curriculum Policy

This policy applies to all pupils in the school, including EYFS

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Sherborne House School

Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as deemed appropriate by the SENCo, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4-11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to ensure each child has the appropriate skills to fully develop their academic potential, as well as developing their personal and social values in preparation for life in British society. The curriculum offers all pupils a robust understanding of safeguarding through the comprehensive PSHE and Citizenship and e-safety teaching and an opportunity to learn and make progress.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which;

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourage pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work
- Aims to ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, as detailed in the PSHE and Citizenship policy.

Curriculum Organisation:

The curriculum is organised appropriately and effectively in terms of time allocation per subject.

Pupils are taught predominantly in mixed ability groups, although a focus on grouping flexibly, according to areas of strength or need for development, is built in to the teaching of maths in Upper Key Stage 2. Pre-reception to Year 2 are taught by class teachers, with some additional support. They have specialist teachers for games, P.E. French and music. Years 3 to 6 are taught mostly by their class teachers, who divide their time between these classes, to utilise their subject strengths. Subject specialists teach these classes for music and drama, MFL, P.E. and games.

Foundation Stage (Nursery - age 6 months - 3 years)

Our Nursery (6months-Pre-Reception) follows the EYFS Framework (Sept 2016). Please see the Nursery Curriculum Policy for further details.

Foundation Stage (Pre-reception - age 3 – 5 yrs)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2016), which focuses on:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that;

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French and physical education.

Key Stages One and Two:

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- Academic - English, mathematics, science,
- Linguistic – French, Spanish (from Year 4)
- Human and Social - history, geography, religious education
- Aesthetic and creative education - art, music, dance, drama (from Year 4)
- Life Skills – PSHE and Citizenship, Philosophy for Children (Year 6)
- Physical – Individual and Team Sports, Gymnastics, Sports Clubs
- Technological – ICT, Design and technology

Although the National Curriculum programmes of study are covered, there will be some diversification from this, in some subjects, due to the entry requirements of a variety of destination schools. At 11, to meet this demand, many subjects need to cover additional work for the 11+ selection system, 11+ Common Entrance and Scholarship work.

Pupils have the opportunity to represent the school in teams for various sports and a varied programme of extra-curricular activities open to all pupils will be provided. Successes in these activities are celebrated in various ways such as Awards Assembly, displays and performances. The hidden curriculum, such as the pastoral care system, the house system and the many ways in which pupils can take on responsibility, for example as Prefects and School Council representatives, enhance social development.

Equal Opportunities and Safeguarding:

The curriculum at Sherborne House School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability, with teaching in PSHE lessons encouraging respect for others. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Personal Social Health Education and Citizenship Leader oversees this.

Additionally, Our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the PSHE and Computing curricula. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance, effective September 2020. The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be

able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Pupil Progress and Assessment:

Pupil progress meetings, held termly, help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile is provided to parents and Hampshire County Council.

English as an Additional Language (EAL):

We maintain a register of pupils with EAL, and this data can be generated via iSAMS. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have the opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as deemed appropriate by the SENCo, as well as being advised of the support the school can provide. Where needed we will also endeavor to help source an interpreter to facilitate communication.

Further Information:

Further detailed information on the subjects taught in each year group can be found in the termly curriculum documentation and the Parent's Handbook, which is made available for all parents, or a copy may be requested from the school office.