



Arnold House School

2a: CURRICULUM POLICY

REVIEW DATE: JULY 2023

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Reviewers: JHi/RR/VM

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Introduction

The curriculum at Arnold House School is all the planned activities which are organised in order to promote learning, personal growth and development. It includes not only the explicit requirements of the taught curriculum, but also the benefits of what the boys learn from the way they are treated and the variety of opportunities that lie outside the timetable. We want our pupils to grow into positive, responsible adults, who can work and cooperate with others, whilst at the same time developing their knowledge, skills and understanding. By experiencing a range of opportunities, we believe our boys have the potential to achieve and be the best they can be.

Aims

- To provide a thorough and broad education which engages, excites and challenges our boys.
- To follow a curriculum that takes into account the age, aptitudes, and needs of our boys, including any boys with additional needs including an Education Health and Care (EHC) Plan.
- To provide a curriculum which ensures the best possible progress and highest attainment for all boys.
- To prepare boys for the requirements of individual schools' entry or Scholarship requirements.
- To use the National Curriculum, the Common Entrance syllabus documents and the EYFS framework as the basis for curriculum planning
- To ensure that the boys have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative experiences and to enable boys to make connections across these different areas of learning.
- To develop the personal and social skills of every boy in order to develop their ethical values and ability to develop positive relationships.
- To promote a positive attitude towards learning.
- To enable our boys to be good citizens with a deep understanding of the world in which we live; able to make the most of life's opportunities and experiences, challenge injustice, overcome obstacles and take on responsibilities as part of life in our diverse British society.
- To enable the boys to have respect for themselves and others, and to live and work cooperatively and collaboratively

- To provide a curriculum which promotes and 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
- To enable our boys to acquire high levels in speaking, listening, literacy and numeracy skills
- To provide personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act relating particularly to race, disability, sex, age, religion or belief and sexual orientation.
- To provide accurate and up-to-date careers guidance for boys in Years 7 and 8 that is presented in an impartial manner, enabling them to make informed choices from a broad range of career options encouraging them to fulfil their potential.
- To provide accurate and up-to-date Relationships Education for boys in Years 1-6 and Relationships and Sex education for boys in Years 7-8.

Curriculum Organisation

The curriculum in the EYFS (Pre-Reception and Reception) is based on the EYFS framework which includes the following seven areas of learning:

- Communication and language
- Physical development;
- Personal social and emotional development;
- Literacy;
- Mathematics;
- Understanding the world
- Expressive arts and design.

This curriculum lays the foundations for all future learning with the aim to get boys ready for Year 1.

More information can be seen in the separate and more detailed Early Years Policy.

The timetabled curriculum at Arnold House for Years 1-8 is taught through topics or discrete subjects. Subject allocation is as follows (as the number of 45 minute lessons):

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Eng	9.5	9	6	6	5	5	4	4
Mat	9	9	6	6	5	5	4	4
BOFA					1			
Sci	2	2	3	3	3	3	4	4
Fre	1	1	2	2	2	2	3	3
Top	3	3						
FT	2	2	1	1				
DT	1	1						
Geo			2	2	2	2	2	2
His			2	2	2	2	2	2
RS			1	1	1	1	1	1
Lat						2	2	2
Gre							1	1
Art	1	1	2	2	2	2	2	2
Dra	1	1	1	1	1	1	1	1
IT	1	1	1	1	1	1	1	1
Lib	0.5	1	1	1	1	1		
Mus	1	1	2	2	2	1	1	1
PE	3	3	2	2	1	1	2	2
PSHE					1	1	1	1
Gam			2	2	4	4	4	4
Total	35	35	34	34	34	34	34/35	34/35

In the Early Years, Boys benefit from the specialist teaching of French, PE, Forest School and Music. Elsewhere in the school, boys have access to Art, Drama, French, IT, Library, Music, PE and RS with further specialist teaching in English, Mathematics, Science, History, Geography, Latin and Greek in the Senior School (Year 5 to Year 8).

We believe that homework plays an important part in supporting the boys' learning and therefore from as early as Pre-Reception we set homework appropriate to the ability of the boys. Typically, in the Early Years, boys are set reading and writing tasks to complete at home. Tapestry (online platform) is also used to communicate practical homework tasks to parents. They are then encouraged to upload and share their own observations of their sons' outcomes with the teacher.

The curriculum is enriched by day trips, residential trips, visiting speakers, drama and music productions, sports fixtures and themed days. From Pre-Reception, the School runs an extensive programme of extra-curricular activities which offers a range of opportunities for involvement in physical, musical, creative, linguistic and academic pursuits.

Classes and sets

Arnold House School is a two-form entry school from Pre-Reception to Year 8 with 40 boys joining in each year group. Classes are re-formed after two years, giving the opportunity for the boys to expand their social group and work alongside different dynamics within the classroom. This is first implemented at the end of Reception. At the start of each year staff may, or may not, decide to change the composition of the forms. Any changes are made for social or pastoral reasons, not academic ones: we want all the boys to know each other and forge lasting friendships in their time at Arnold House.

In Phonics, Reception boys are assessed termly, and grouped in accordance to ability. The first assessment is made after the initial 6 weeks in September. Assessments are ongoing and groups are subject to change over the course of the academic year. The number of groups may vary depending on the range of ability, but typically there is a minimum of 4 groups, allowing a higher teacher/ child ratio.

From Pre-Reception to Year 3, boys are placed in two mixed-ability forms and have all their lessons in these groups; both forms follow the same curriculum. From Year 4 to Year 8 the boys continue to be placed in two mixed-ability forms, and most subjects are taught in these groups. The use of teaching assistants in the classroom lessens but the staffing of these year groups is such that we can split the cohort into three groups for English, and again for Maths. This flexibility brings several advantages: we can create smaller teaching groups in which the small pupil-teacher ratio benefits every boy in these core subjects; we can provide specific support for boys who need it at that time, or for that topic; we can present the curriculum in a different order to different groups if we feel that is required. The English and Maths departments meet regularly through the year to plan and review these groupings so that all boys are given the teaching they need. It is important to emphasise that we have the same academic expectations for all three groups. These groupings are for internal logistics in order to give each boy the best possible academic experience; they are

not of interest to senior schools. In the middle part of the school, identical preparation for senior school admissions tests in Year 6 is completed by both form groups, or by extra school-specific briefing sessions for the relevant pupils. The academic curriculum aims to give every boy the platform he needs to hit the ground running in Year 9 as he starts his senior school. At prep school, confidence is key - more than grades or levels - and we are always considering the long-term needs of the boys as we help them through these important formative years.

The boys' performance and progress is closely monitored and any possible set movements are reviewed every half term by the Maths and English teachers. Science, French and Latin are also setted in Year 8.

Planning

Planning throughout the school takes the form of long, medium and short term plans.

Long and medium term plans are annually reviewed and updated by our Heads of Department. This planning is monitored by the Director of Studies and the Head of the EYFS in the Early Years.

Long term plans: these are subject overviews which outline the topics covered in each term across different year groups

Medium term plans: these are our programmes of study which give details of work to be covered together with aims, objectives and resources.

Short term plans: these are the weekly plans of individual teachers.

The curriculum is planned and adapted carefully in order to ensure full breadth, depth, progression and support.

Planning in the EYFS is flexible in order to take into account the needs and interests of the boys. Early Years staff are trained to interact and observe young children, frequently 'planning in the moment' in order to capture and build upon each boy's learning. Enquiry based learning is favoured over topics that have no relevance to the current cohort. Themes are not pre-determined and are based on what the boys like doing most. Themes that may be planned for ahead are linked to religious and cultural events, world celebrations, seasons and fundraising days.

Roles and Responsibilities

The Headmaster:

- Has the responsibility for the leadership of the curriculum and delegates responsibility to staff

The Deputy Head Academic:

- Has responsibility for the collection, organisation and distribution of data in examined subjects

The Director of Studies is responsible for:

- The overall implementation of the curriculum through the planned timetable
- Providing support and guidance to all Heads of Department
- Ensuring that HoDs update their departmental documentation
- Working with the Deputy Head Academic and Head of Assessment and Pupil Progress to monitor the progress of the boys
- Tracking and monitoring the progress of pupils

The Heads of Department, including the Head of the Pre-Prep, are responsible for:

- Providing a strategic lead and direction for the subject
- Reviewing, monitoring and evaluating the provision of the subject, ensuring the curriculum is delivered in line with agreed documentation and statutory requirements
- Maintaining the quality of teaching and learning for the subject
- Ensuring all necessary departmental documentation is in place and updated regularly
- Supporting and advising colleagues on issues related to the subject
- Maintaining and monitoring records of all summative test data
- Auditing and purchasing resources
- Meeting with the Headmaster and Deputy Head Academic and the Director of Studies to ensure that developments are on track and in line with whole school priorities and procedures
- (Head of Pre-Prep) - Creating Early Years timetables
- Planning moderation
- Creating a reflective dialogue with all staff
- Sourcing credible CPD for staff

The Head of Learning Support and the Deputy Head of Learning Support with responsibility for SEND in the EYFS to Year 1 and 2:

- Ensures that pupils with specific learning needs have access to the curriculum and that gifted and talented pupils are appropriately challenged
- Creates detailed IEP's for those that need one.
- Meets regularly with parents, class teacher and head of year to discuss any issues and actions.
- Helps with all aspects of transition.

The Governors:

The Governing Body has responsibility for:

- ensuring that this policy is implemented, monitored, updated and approved by the governing board at least annually;
- ensuring this policy is made available to parents;

- ensuring that appropriate funding is in place to support this policy.

Learning Support

The curriculum at Arnold House School is designed to be accessed by all pupils who attend the school. The majority of our boys are catered for through differentiated tasks and activities within the classroom. Where there are needs over and above those required within the normal learning environment, these are carried out in consultation with the School's Head of Learning Support and parents.

If a pupil has learning difficulties, Arnold House School does all it can to meet these individual needs through our Learning Support Department and practitioners. This process is carefully overseen by the Head of Learning Support who liaises with those who are responsible for the individual pupils' needs at that stage in their education. The Learning Support Department can provide in class support, support away from the classroom, formulate and implement IEPs and give guidance to class teachers.

In accordance with the *SEND Code of Practice 2015*, boys with a statement of SEN or an EHC Plan will have an IEP written by the Head of Learning Support or Deputy Head of Learning Support in consultation with the multi-disciplinary team at the local authority.

Able Gifted and Talented

Boys who show a special gift in an area of the curriculum are nurtured to maximise their talent. They are catered for within the normal classroom environment and through differentiated tasks and activities, with support from Heads of Department as appropriate.

Scholarship boys are identified at the end of Year 7 and special lessons are timetabled for English, Maths, Science, Geography, History, French and Latin.

Inclusion

The curriculum at Arnold House School is designed to be accessed by all boys who attend the School. We believe that all our boys should have equal opportunities to learn and make progress, enabling them to achieve their full potential. All pupils are respected for their individuality and have their talents recognised and nurtured in accordance with the Equality Act 2010.

All reasonable steps are taken to ensure that pupils with disabilities are not placed at a disadvantage compared with non-disabled pupils. Tasks and activities are appropriately modified for pupils with disabilities. Each case is individual and the Head of Learning Support assists teaching staff as required.

Training

All school personnel will receive regular training in order that they are able to implement this policy and are kept up to date with new information.

Linked documents

Medium term Plans

PSHEE policy

Marking, Assessment and Reporting Policy

Early Years Policy

SEND Policy

Careers Policy

UPDATE ON CURRICULUM REVIEW

The Curriculum Review was the major event in the academic life of the school last year. We have held six meetings in all, two per term (as well as smaller group meetings):

- AUT22: A core team, consisting of the academic pillar of the Management Team, the SENCO (Special Educational Needs Coordinator) and Heads of Years, including EYFS
- SPR23: A larger group with the above plus the Heads of Department
- SUM23: The whole staff

At the first meeting, the following aims were set out:

- The aim of the curriculum review is to create a sector-leading integrated curriculum from 3 to 13, that is well-understood by all members of the AH community
- We should aim to produce a new curriculum document by the end of the year

The main work during the process to date has been:

- Creation of departmental skills and attitudes that explain to everyone the key skills needed for each subject
- Expansion of the elements of within the School's existing values: Citizenship and Industry so that everyone understands better the ethos of the School
- Review of the content of departmental documentation (schemes of work) and reporting to ensure that skills and attitudes are reflected in the curriculum topics and materials

The first two tasks listed above are intended to help the articulation and explanation of what we do and why we do it. As a process now involving all staff, it has made them aware of the range and breadth of the Arnold House Curriculum as it currently stands, which will enable them to speak to parents and boys with greater confidence about the wider picture of academic life at the school.

Work to be carried over into next academic year:

- Looking at new curriculum areas, particularly in Design Technology and languages

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