

POLICY 2a: CURRICULUM POLICY

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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, while at the same time developing their knowledge and skills. By experiencing a range of opportunities we believe our boys have the potential to achieve and be the best they can.

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 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 incorporate the National Curriculum where appropriate
- 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
- To promote a positive attitude towards learning
- To enable our boys to be good citizens and understand the wider world, and provide an effective preparation for the opportunities, responsibilities and experiences of life in 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 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 speaking, listening, literacy and numeracy skills

IT	1	1	1	1	1	1	1	1
Lib		1	1	1	1	1		
Mus	1	1	2	2	2	1	1	1
PE	3	3	2	2	1	1	2	2
Gam			3	3	6	6	6	6
Total	35	35	35	35	35	35	35/36	35/36

Boys benefit from the specialist teaching of Art, Drama, French, Computing, 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 we set homework appropriate to the age and ability of the boys.

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

Classes and sets

Arnold House School is a two form entry school from Year 1 to Year 8 with 40 boys joining in Year 1. All classes are mixed ability but English and Mathematics is set by ability into three groups from Year 4 to Year 8. 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.

Classes in the Junior School (Year 1 to Year 4) are supported by a TA who works flexibly in supporting or extending identified boys.

Planning

Planning in Years 1-8 is devised by the school in 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.

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.

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 report grades and 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 every pupil in English and Maths

The Heads of Department 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

The Head of Learning Support:

- Ensures that pupils with specific learning needs have access to the curriculum and that gifted and talented pupils are appropriately challenged

The Governors:

- Monitor the success of the curriculum at committee level and at whole Governing Body meetings

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 2015*, boys with a statement of SEN or an EHC Plan will have an IEP written by the 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.

Rekha Ruda, Director of Studies
John Hill, Deputy Headmaster Academic