



Arnold House School

CURRICULUM POLICY

REVIEW DATE: MAY 2025

REVIEW DATE: MAY 2026

**REVIEWERS: DIRECTOR OF TEACHING & LEARNING,
HEAD OF PRE-PREP**

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, whilst ensuring the curriculum goes above and beyond national standards.
- 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 up to Year 6 and Relationships and Sex education for boys in Years 7-8.

Curriculum Organisation

In Pre-Prep the curriculum is extended beyond the restrictions of the EYFS Framework and the National Curriculum with Arnold House School being exempt from all Teaching and Learning requirements offered at a national standard. Instead, the curriculum is innovative and reflective of current themes whilst also drawing upon the interests of the children and enquiry and focusing on key areas of knowledge. This curriculum lays the foundations for all future learning, helping to make the learning process fun and engaging.

More information on the EYFS and Year 1 provision can be seen in the separate and more detailed Pre-Prep Policy.

The timetabled curriculum at Arnold House Prep for Years 2-8 is taught through topics or discrete subjects. Subject allocation is as follows (as the number of 45-minute lessons):

	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Eng	6	6	6	5	5	4	4
Mat	6	6	6	5	5	4	4
BOFA				1			
Sci	2	3	3	3	3	4	4
Fre	1	2	2	2	2	3	3
Top	3						
DT	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/Ger/Spa						1	1
Art	1	2	2	2	2	2	2
Dra	1	1	1	1	1	1	1
IT	1	1	1	1	1	1	1
Lib	1	1	1	1	1		
Mus	1	2	2	2	1	1	1
PE	3	2	2	1	1	2	2
PSHE	1	1	1	1	1	1	1
Gam		2	2	4	4	4	4
Total	35	34	34	34	34	34/35	34/35

In Pre-Prep, the boys benefit from the specialist teaching of World Languages, 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).

The School 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 and Year 1 boys are assessed termly and grouped in accordance with their level of understanding and phonic awareness. Using the Read Write Inc scheme, 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 but typically there is a minimum of 4 groups, allowing a higher teacher/ child ratio. A Phonics Lead teacher is responsible for reviewing data throughout the year and the effective implementation of the scheme. One to one work may occasionally be required to benefit boys' learning.

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 Teaching and Learning and the Head of Pre-Prep.

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.

In Pre-Prep enquiry based learning is championed over topics covered in previous years that have no relevance to the current cohort. Most themes are not pre-determined and are based on what the boys like doing most. Themes that may be planned ahead of time are often linked to religious and cultural events, world celebrations, seasonal changes and fundraising days and other significant events in the School Calendar, including items on Transition and celebrations such as the school's birthday.

Roles and Responsibilities

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.

The Headmaster:

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

The Director of Teaching and Learning 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 Head of Assessment and Pupil Progress to monitor the progress of the boys
- Has responsibility for the collection, organisation and distribution of data in examined subjects

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 the Director of Teaching and Learning to ensure that developments are on track and in line with whole school priorities and procedures
 - (Head of Pre-Prep) - Creating Pre-Prep timetables
 - Planning moderation
 - Creating a reflective dialogue with all staff
 - Sourcing credible CPD for staff
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- The Head of Learning Support and the Deputy Head of Learning Support with responsibility for SEND 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.

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. Records of all training and CPD can be accessed upon request.

Linked documents

- Medium term Plans
- PSHEE policy

- Marking, Assessment and Reporting Policy
- Pre-Prep Policy – including Early Years
- SEND Policy
- Careers Policy

UPDATE ON CURRICULUM REVIEW

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
- Review of the content of departmental documentation (programmes of study) and reporting to ensure that skills and attitudes are reflected in the curriculum topics and materials
- Review of which subjects will be examined in Y7&8
- Design of the Senior Digital Portfolio
- Enquiry sessions timetabled into the Year 1 schedule
- Daily Phonics lessons implemented in the Year 1 schedule

Work to be carried over into next academic year:

- Implementing the Senior Digital Portfolio in Y7&8
- Implementing the addition of new languages in Y2-8
- Pre-Prep are implementing a new World Languages programme from September 2024
- Coding and Technology to be enhanced in the Pre-Prep curriculum.