

Whole School Curriculum Policy including EYFS

The School's Academic Mission

Introduction

Hall Grove provides full time supervised education for pupils aged 3 to 13. The curriculum encompasses planned activities which are organised in order to promote learning, personal growth and development so that all children achieve their full academic, spiritual, physical and creative potential. It includes not only the explicit requirements of the taught, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

Curriculum leadership runs both horizontally and vertically at Hall Grove, a 'lattice' effect. The school is split in five distinct sections:

Early Years (Pre-School and Reception)

Pre-Prep (Year 1 and 2)

Lower Juniors (Year 3 and 4)

Upper Juniors (Year 5 and 6)

Seniors (Year 7 and 8)

Each section has a Section Leader who oversees the day-to-day running of the two year groups as well as the delivery of the curriculum.

Key subjects also benefit from subject leaders who oversee the curriculum across the school. These subjects are: English, Maths, Science, Modern Languages, Humanities and PSHE. At Hall Grove, PSHE is part of the 'Hall Grove Journey'.

Aims

The aims of our school curriculum are:

- To provide a thorough and broad education which engages, excites and challenges our pupils and actively supports the school's core values
- To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils, including those with Special Educational Needs
- To provide a planned and monitored curriculum which ensures that learning is progressive, that there is continuity and that the children make good progress and acquire skills in speaking and listening, literacy and numeracy
- To evaluate pupil performance against the school aims and national norms
- To prepare the pupils for their next schools and for adult life
- To ensure that the children have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning
- To enable all children to see themselves as successful learners
- To enable pupils to be positive citizens and feel comfortable interacting with both their peers and adults
- To provide an education which fulfils the requirements of all pupils, including those with an EHC plan
- 'The Journey', Hall Grove's personalised PSHE programme provides personal, social, and health education (PSHE)

which reflects the school's aims and ethos

- To fulfil the requirements of the Early Years Foundation Stage (EYFS) in Pre-School and Reception. To incorporate the National Curriculum where appropriate, to equip the children with the skills needed to sit a range of entry exams and then Common Entrance/Scholarship in Year 8
- To help pupils to have an awareness of their own spiritual development, and to distinguish right from wrong
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To help children be aware of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance
- To enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others
- To provide effective preparation for pupils for the opportunities, responsibilities and experiences of adult life
- To enable pupils to develop their own personal interests
- To encourage children to lead a healthy lifestyle and be active
- To enable the pupils to ask questions and take risks
- To give pupils in Years 7 and 8 impartial guidance regarding future decisions they need to consider, like schools and future career paths.
- To ensure children have sound ICT skills

Further principles that apply to the construction of a curriculum are breadth, balance, relevance, differentiation and equal opportunities. The following constitute some of the key elements of knowledge and skills which pupils should possess on leaving Hall Grove:

- an ability to communicate effectively both orally and in writing
- a confidence to read and interpret texts from a range of genres
- numeracy and a sound grasp of the application of mathematics; developing the ability to think logically, recognise patterns and explain their methods
- knowledge of the natural sciences and the world environment
- develop skills of enquiry, for example forming hypotheses, observing, conducting experiments and recording findings
- a thorough grounding in the humanities
- a sound grasp of at least one foreign language and culture, as well the study of Latin for at least one year
- competence in the use of computers and other modern technology to enhance learning and as an aid to discerning what information is valuable and worthwhile.
- an appreciation of the cultural heritage of Britain, Europe and the world
- the principles of fitness and a concern for personal health
- an ability to apply moral principles to personal and social issues, and an appreciation of the responsibilities of citizenship and membership of a community
- an ability to identify problems and to work creatively towards solutions - the ability to think and apply knowledge, evaluate and improve their performance
- an ability to work cooperatively with others and recognise the contribution others bring to the learning environment

Good Teaching Practice and Staff Development

The single most important resource any child can have is their teachers, and teaching is a craft that needs to be constantly honed and improved. At Hall Grove we recognise the need for different individual strategies and teaching styles.

The school encourages and expects high standards of teaching and educational practice. INSET days are provided regularly for staff to reflect on and build their skills, ideas and philosophies of teaching. The staff development programme, appraisal and mutual observation systems, opportunities for external training and the induction scheme are all designed to maximise standards and provide teachers with a correspondingly high level of work satisfaction. We regard good teaching practice at Hall Grove as including the following:

- enthusiasm and passion for the subject material
- provide well planned lessons
- good time management
- effective strategies for managing behaviour
- excite and extend the intellect and interest of every pupil, whatever their strengths and weaknesses; enabling them to make good progress according to their individual ability
- build their confidence and self esteem in all areas
- show a good understanding for how to meet the needs of each child; taking into account the prior attainment and aptitudes of the pupils in the planning of lessons
- provide sufficient breadth and depth of information, skills and experiences to provide a firm basis for future educational and career opportunities and choices
- provide the experiences and opportunities necessary as a foundation for an enriched, healthy and fulfilled life
- have a good knowledge for the subject being taught
- demonstrate a good framework for assessing individual pupil achievements regularly and ensure these assessments are used to inform planning
- provide the personal, social and moral knowledge and skills necessary for happiness and for responsible and caring citizenship
- make effective use of good quality resources
- not undermine the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- not discriminate against pupils as set out in the Equality Act 2010, on the basis of the protected characteristics
- fostering self-motivation in pupils and giving them the opportunity to think and learn independently

Implementation

Early Years & Pre-Prep

In the Pre-Prep (including EYFS) teaching and learning is delivered in a cross curricular way. Specialist teachers take all classes for PE, Games, French, Dance, Drama and Music.

The Pre-School and Reception classes adhere to the DfE Curriculum Guidance for the Early Years Foundation, with funding received from Surrey County Council. Hall Grove fully supports the principle of learning through play and engaging in well planned structured activities. The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing the seven areas of learning:- Personal And Social Development, Communication and Language, Physical development, Literacy, Maths, Understanding of the World and Expressive Arts and Design. Further details are given in the Early Years Policy. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to have reached by the end of the EYFS.

Children in Pre-School, who are below compulsory school age, follow a programme of activities suited to their age and stage of development in relation to their personal, social and emotional needs, physical development and communication and language skills.

The EYFS classes enjoy exploring their learning through shared themes, which are shaped around the interest of the children. Overviews for intended learning objectives are prepared each term. Daily and weekly planning takes into account the ideas and interests of the children.

Year 1 and Year 2 use National Curriculum guidance to shape their curriculum planning. The subjects of Literacy, Maths, Science, History/Geography, R.E, P.S.H.E, Art/DT and I.C.T are covered each week following a shared theme which lasts for a number of weeks. A focus towards Literacy and Maths is made in the mornings. Each topic has a scheme of work providing the intended learning for each subject area. Specialist teachers liaise with the classes over their topic to expand the cross curricular approach to all areas of the children's learning. Teaching Assistants in Year 1 and 2 lead cookery sessions in the Food Technology cabin each week.

Children are heard to read multiple times a week throughout Pre-Prep. This is achieved through individual reading time and planned guided group reads.

Phonics is the only curriculum area in Pre-Prep where children are grouped and taught according to ability. It is taught from Pre-School to Year 2 and follows guidance from the Letters and Sounds documentation. In Pre-School, Reception and Year 1 phonics groupings evolve according to reading and recognition ability. From Year 2 the groups are divided according to the child's spelling.

Ensuring children experience a range of individual activity, paired work, small group work and whole class activity forms the basis for their learning. Those children needing additional support or extension are carefully tracked by class teachers to enable them to progress at their own individual rate. The school SENCo is involved for additional intervention where concerns over the rate of progress are made.

Lower Juniors –Years 3 and 4

Years 3 and 4 are placed in mixed ability forms.

Year 3 is a natural opportunity for us to create new form groups as the school expands from two form entry to three. Year 3 pupils are kept within their mixed ability forms for Maths and English, until appropriate amount of time has been given to allow the children to settle in. Staff will then review assessment data and general ability before deciding upon 'fluid' setting for Maths and English. Often the children will be 'reshuffled' into new form groups as they move up to Year 4, this is to help the children develop new friendships across the year group. In Year 4 pupils are set for Maths from the start of the school year. Form teachers in Years 3 and 4 cover the core subjects, SMSC/PSHE and the Humanities, whilst specialist staff teach French, Music, Drama, Art, Current Affairs, DT and Games. Both years place importance on building independence, whilst encouraging a healthy Growth Mindset.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are between 30 minutes to an hour in length and where possible cross-curricular opportunities are planned in all areas. Spiritual, Moral, Social and Cultural education is embedded into all lessons or co-curriculum where appropriate and may also be delivered in form times or through assemblies. The Lower Juniors will also do a weekly meditation during Wednesday's assembly slot.

Upper Juniors –Year 5 and 6

In Year 5, children are streamed by ability in Maths. All other subjects are taught as mixed ability in form classes. In Year 6, children are streamed by ability in Maths, English, French and Latin. There is flexibility to amend year-on-year, for example, we currently have a top set and three mixed ability groups in English. Other subjects, including Geography, PSHE, Music, Drama, Dance, Games, PE, PSHE, Current Affairs, Art and DT are all taught as mixed ability in form classes. Children are taught by subject specialists in many subject areas.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, and take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are 60 minutes and the curriculum plan in Year 5 has included a lesson for Spoken English and Handwriting. Whilst both year groups have a Current Affairs and Reading lesson which we think is pivotal for their cross-curricular learning and aid with challenges outside the classroom. Many of our children sit Pre-tests for senior schools while in Year 6 and although the skills required for success are taught, our schemes of work are not specifically designed with this in mind.

Seniors –Year 7 and 8

In Year 7, children are streamed by ability in English, Maths, French, History, Geography, TPR, Computing, Latin and Greek (an optional subject for those in set 3 for Latin). Science and PSHE/SMSC are taught as mixed ability. Core subjects are given as much curriculum time as possible in the mornings.

Children in Year 8 are set by ability in all academic subjects except English which is taught mixed ability.

In Year 7 and 8, a carousel is in place for the Visual Arts and Performing Arts (when not focussing on a whole year group production) to expose them to a variety of Curriculum areas, with children given more choice as they approach the second half of Year 8. Dance is a recent addition to the curriculum, and this has allowed greater focus on splitting the Performing Arts in the top two year groups, so children benefit from individual lessons in music, dance and drama.

Lesson structures vary according to the age and ability of the children, the nature of the topic, the time available, etc. Curriculum Notes are available for parents at the start of each academic year including this information.

Each subject has a scheme of work which is a practical working document, providing information on what each class group will cover in a year, taking account of the aptitudes, needs and prior attainment of the children. The aim is to enable them to make good progress by acquiring new knowledge and better understanding of the subject. In Years 7 and 8, Common Entrance and Scholarship syllabi form the basis of the schemes of work. Contact with form staff (named House Tutors in Year 7 & 8) is inevitably less in the top two years, but there is some contact daily.

Both year groups have timetabled PE, Games, French and Performing Arts lessons which are taught by specialist teachers. Children are given opportunities to represent the school in competitive matches against other schools. Children have allocated time on their timetable for the completion of extended projects. Based on EPQs, the subject is designed and taught in such a way as to encourage children to produce an extended piece of work in a variety of formats on topics that they find catch their interest. Extended Project is taught on a rotation, with each group spending around a term on each area. Accompanying Extended Project is Out of the Box and Guided Reading. Out of the Box is taught by a rotation of teachers who deliver a topic to the children that is not covered in the main curriculum and is designed to pique the children's intellectual curiosity with a high level of challenge. Guided reading, delivered by English specialists, aims to support the work done in English lessons to encourage reading.

Form time in the morning is used primarily to register attendance, prepare for the day ahead, take in diaries, silent reading and completing other tasks from across the curriculum. Most lessons are between 30 minutes to an hour in length and where possible cross-curricular opportunities are explored in all areas. Spiritual, Moral, Social and Cultural education is embedded into all lessons or co-curriculum where appropriate and may also be delivered in form times or through assemblies. There is a dedicated 30 minute slot for Study Tutors to meet with their small group of tutees to deliver study skills courses and support children with their academic concerns.

GL Progress assessments are used at regular intervals to allow progress to be monitored and to inform planning. Children sit CAT assessments each September. A variety of assessments are performed, typically based on Common Entrance examinations, with three exam weeks each year to support the regular assessment carried out in class. At the end of Year 8, the children will sit Common Entrance. Some children will sit Scholarship exams for their Senior Schools in the latter part of Year 8.

Clear aims and learning objectives, pupil activity and participation, a good pace, variety of approaches and effective use of time and resources are pre-requisites for a successful lesson.

The Journey – PSHE and Core British Values

As set out in the school's PSHE, SMSC and Supporting British Values at Hall Grove documents, the aims and values are actively promoted within the day-to-day running of the school. Teachers are encouraged to grasp opportunities within their subjects to reinforce the PSHE programme which must not undermine the fundamental British values or discriminate against pupils.

Guidance for Further Education and Careers

Our guidance helps to encourage pupils to fulfil their potential and enable them to 'know themselves' and how their strengths, weaknesses and interests relate to future careers, the world of work and make informed future educational decisions. Pupils gain impartial information about training, education and occupations beyond school through a wide range of external speakers. They take part in study skills sessions where revision techniques and answering of questions in exams are explored. A Visual Arts and Performing Arts carousel has been introduced to give pupils some ownership over their learning and a degree of choice. A lecture programme for the senior pupils (Years 7 and 8) has been established to enhance their understanding of possible future careers and the school's PSHE programme (The Journey) covers career advice.

Outdoors

Outdoor Education is an integral part of the curriculum at Hall Grove. A working party has been established to coordinate and promote Outdoor Learning from Pre-School to Year 8. This is outlined in the Outdoor Pursuits faculty handbook.

Homework and Reading

Homework and Reading are set from Reception to Year 8. The school does not believe in setting prep for the sake of it, but as a minimum, children can be expected to be set reading and Maths on a weekly basis.

Children with Special Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Wherever possible we try to meet the needs of each child within the timetabled curriculum. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs and an IEP is put together. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need alongside the Head of Learning Support. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we involve the appropriate external agencies and will consider an EHC if appropriate. The Head of Learning Support liaises with parents accordingly.

Equal Opportunities

The school gives each child the same opportunities regardless of the protected characteristics such as religion, race, ethnic origin, sex, marital or parental status, sexual orientation, disability, age or political belief. Where pupils do not study the same subjects it is because we do not feel it is in the best interests of that child.

English as an Additional Language

The curriculum at Hall Grove is delivered in English. Children speaking English as an additional language receive support within the classroom through the tasks set. They may also have additional support in the learning of their English both at home and at school.

Extra-Curricular Activities

The curriculum is supported by a wide range of extra-curricular activities, trips and outings and an extensive club programme. The club programme supports primarily outdoor pursuits, visual arts and performing arts. Children from Reception upwards are given the opportunity to join these clubs.

Assessment

Baseline assessments are carried out in the EYFS.

GL Progress tests are taken annually from Reception upwards to allow progress to be monitored. Children in Year 4 and above sit CAT tests at the beginning of each academic year. Regular assessments are made of pupils' performance and progress to inform planning. The Section Leaders work alongside form/subject tutors to track each child and review any pupils of concern. Record keeping, reporting and assessment procedures are defined in the Faculty Handbooks.

Curriculum Development

Monitoring and evaluation will be done through regular reviews of samples of work by Section Leaders in liaison with Senior Subject Specialists. The Headmaster/Deputy Head are responsible for ensuring that all staff are meeting expectations. All policies and schemes of work are reviewed at least annually and may be viewed by parents.

Parent Briefings

At the start of each academic year each parent is invited to a briefing tailored to their child's year group. Curriculum notes are posted on the school website to accompany these meetings. Parents are able to find out more about what their child is to expect in the year ahead, meet relevant staff and liaise with other parents.

Parent Workshops

At different points during the year workshops are run to keep parents up to date with the school's teaching methods and expectations in different curriculum areas.

This policy and the curriculum offered at Hall Grove is continually reviewed.

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