



Highfield Priory  
Independent Day School  
and Nursery

## Curriculum Policy

At Highfield Priory School our aim is to provide a curriculum:

- That ensures that every child realises their full potential,
- That is constantly being reviewed and updated in response to valued developments in educational thinking, the needs of our children and changes within the school,
- That ensures that children will develop both knowledge of the world and of themselves and this will pass on the skills necessary for further sustained achievement at senior school and beyond,
- That provides fulfilment and enjoyment.

This policy should be read in conjunction with:

Equal Opportunities Policy

Inclusion Policy

More Able, Gifted and Talented Policy

Mission and Aims Statement

Accessibility Plan

SEN Policy

Assessment, Recording and Reporting Policy

Further principles that apply are:

- Breadth
- Balance
- Relevance
- Differentiation
- Equal Opportunities (including Learning Support and G & T)

The curriculum is divided into three stages, EYFS, KS1 and KS 2.

### **Breadth**

Every child experiences a broad curriculum throughout the school.

Nursery and Reception children work within the EYFS curriculum.

All children study the core subjects of English and Mathematics. They also follow programmes of study in Science, Humanities (history/geography), Music, R.E., Physical Education, Art and Design Technology, ICT, PSHEE and R.E. Public speaking, elocution and drama are studied from Year 3 upwards. French is taught throughout the school from pre-school upwards. General knowledge has recently been added to the curriculum in KS2.

While pupils are entered for 11+ entrance and scholarship exams to senior schools the curriculum content is not dictated by the examination subject. Sufficient time is given to those examinable subjects, but the non-examinable is seen as equally important in the development of the whole child.

External KS2 National Curriculum tests are taken by the Year 6 pupils in the Summer Term.

The curriculum is encompassed in an eight period day for KS2 and a seven day period day for KS1; starting with fifteen minute collective worship. Two pieces of homework are set each night from year 4 upwards; one piece is set for year 3 up to the end of the autumn term in year 3 (they will then join the other KS2 children on two pieces). Year 2 children will have one piece of homework per night (Maths and English). In Year 1 they will have two pieces in the autumn term, three in the spring term and four in the summer term, in preparation for year 2. In addition, curricular and extra curricular activities are catered for at lunchtimes and after school.

### Balance

A deliberate effort is made to balance the curriculum between the main constituent elements:

- Physical: - Sport, P.E., lunchtime and after school activities.
- Mathematical
- Linguistic/Literary – English, History, French, Drama
- Aesthetic/Creative – Art, Music, Drama, D.T.
- Technological & Scientific – ICT, Science, D.T.
- Moral – Religious Education, Assemblies, PSHEE
- Human & Social – Humanities, General Knowledge French, PSHEE

	Eng	Maths	Sci	IT	Hum	GK	Art/DT	PSHEE	RE	HPSED	Mus	Games/PE	French	Lib
Year 6	10	9	3	2	3	1	2	1	1	1	1	4	1	1
Year 5	10	9	3	2	3	1	2	1	1	1	1	4	1	1
Year 4	9	9	3	2	3	1	3	1	1	1	1	3	1	1
Year 3	9	9+ half	3	2	3	1	3	1	1	1	1	4+ half	1	1
Year 2	8	8	2	2	4		4	1	1		1	3	1	1
Year 1	8	8	2	2	4		4	1	1		1	3	1	1

NB: Year 3 will alternate a single PE lesson with a maths lesson (this currently takes place lesson 8 on a Friday).

Year 4 will only have 3 contact sessions of PE/ games as one lesson is spent travelling to the leisure centre for swimming.

For KS 1: The final session of the day is only a short session; this time should be used for story, phonic work, library or mental maths work.

### **Relevance**

It is impossible, and also undesirable, for every element of the curriculum to be equally relevant but we are conscious of the need to provide children with the knowledge and skills that will be necessary for survival and success in the 21<sup>st</sup> century. With human knowledge growing at a staggering rate and technological skills requiring a constant upgrading of old skills and many new ones, a modern education is essential. We attempt to combine the best traditional values with the most vital and demanding of the new ones. Each subject co-ordinator is constantly re-evaluating the syllabus content and methodology. INSET, attendance at courses and research about current thinking and issues are strongly encouraged to ensure that the school has a well-informed and well-trained staff.

The following constitute some of the key elements in a quality education:

- an ability to communicate effectively both orally and in writing;
- a thorough grounding in literature and the social sciences;
- a sound grasp of numeracy and the application of Mathematics;
- knowledge of the physical sciences and the world environment;
- a grounding in at least one foreign language;
- the ability to use ICT to retrieve and use information effectively;
- the ability to create computer programs and enumerate problems through the use of computer technology;
- an appreciation of the cultural heritage of Britain in particular and other world cultures. An appreciation and concern for good physical health and well being;
- an understanding of citizenship, and an awareness of the spiritual dimension of human life.

The curriculum has been created to incorporate these key factors and is under constant revision and re-thinking to ensure that they remain in the fore-front of our educational planning.

### **Differentiation**

As in any school there is an ability range in all classes and this has to be catered for in differentiating the curriculum and recognising the needs of all children. An entrance assessment is to be taken for children entering both KS1 and 2; this helps to keep this ability range to the minimum for the benefit of the whole class, although children who enter the school in the EYFS may well have some Specific Learning Difficulty.

Extra help is provided for those who need it and extra help is given by all class teachers whenever the need arises.

### **Equal Opportunities**

There is a policy of equal opportunities for all in the curriculum. Learning Support children who require support in some areas of literacy and or numeracy receive 1 to 1 or small group work with a specialist teacher. The specialist teacher in consultation with the class teacher prepares an Individual Education

Plan (IEP) which outlines the areas of difficulty and the type and degree of support required. Parents are consulted fully by the Learning Support Teacher and the Class Teacher in the writing of the IEP. Regular reviews/parent consultations are held.

### **More abled children**

Some children are identified as more able and receive enrichment work from the Learning Support Teacher. Enrichment exercises/activities are also organised as extra-curricular clubs specifically the puzzle club. Children attend puzzle club by invitation only. Class teachers also provide extension activities within lessons.

A range of extra-curricular activities are open to both KS1 & KS2 children and all children are encouraged to participate in a number of these.

### **Subject Documentation**

#### **Curriculum Policy Documents**

All curriculum subject coordinators are responsible for producing a policy document for their subjects which contain aims and objectives, programmes of study for each year group, methodology and resources.

Curricular Leaders:

Subject:	Person responsible:
English	Anna Duke; Helen Haythornwaite
Mathematics	Angela Prince
Science	Claire Field
CSIT	Lee Turner
Humanities	Jane Davidson
Modern Foreign Language	Anna Morrice
Music	Andrea Macklam
RE	Caroline Jones
PSHEE	Helen Wilson
PE	Michelle Parsons (Lian Botton; Mat Cover)
Art/DT	Mandy Jewitt

The schemes of work for each subject, which include policy statements and programmes of study, form separate documents to this policy statement. These policies and schemes are available from the computer. These documents are to be regularly updated to include any policy decisions taken during INSET discussions or staff meetings.

The Education Committee responsible for this policy.

Date Last Reviewed: June 2019.

### **Authority**

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety, Safeguarding, Education and Marketing.