



Curriculum Policy

Junior School including the Early Years Foundation Stage

Introduction

At NHEHS girls will experience a balanced academic curriculum and a rich extra-curricular programme which together promotes spiritual, moral, cultural, intellectual and physical development, thereby preparing girls for the opportunities, challenges and responsibilities of their next stage of education and, in the future, their adult lives. This policy lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy documents should be read.

What is Teaching and Learning?

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced wherever possible and meets the requirements of the school's response to teaching the various areas of the National Curriculum.

Aims

We seek to encourage all the girls to:

- Be tolerant and understanding with respect for the rights, views and property of others
- Develop a responsible and independent attitude towards work and towards their roles in society
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness
- Be prepared for entry to senior school(s)

Principles of Teaching and Learning

We see Teaching and Learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non teaching, staff, parents and governors) work towards the school's aims by:

- Raising the esteem of the girls as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another

TEACHERS work towards supporting the school's aims by:

- Providing a challenging and stimulating programme of study, designed to enable all girls to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual girl, according to ability and aptitude
- Ensuring that learning is progressive and continuous



- Being good role models – well prepared and organised
- Maintaining an up-to-date knowledge of the National Curriculum
- Having a positive attitude to change and the development of their own expertise
- Working collaboratively with a shared philosophy and demonstrating common practice across the school

GIRLS work towards supporting the school's aims by:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised; bringing necessary equipment, taking letters home promptly and meeting homework deadlines appropriately
- Behaving appropriately in line with the school Behaviour Policy
- Taking responsibility for their own learning

PARENTS work towards supporting the school's aims by:

- Ensuring that girls attend school, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their daughter's ability and offering support, encouragement and praise
- Participating in discussions concerning their daughter's progress and attainments
- Ensuring early contact with school to discuss matters which affect a girl's happiness, progress and behaviour
- Giving due importance to homework, hearing reading and assisting in learning of tables and spellings as required
- Allowing their daughter to take increasing responsibility as they progress throughout the school

Regulatory Context

In accordance with national regulatory requirements, the School's curriculum provides for:

- 1) full-time supervised education for girls of compulsory school age, which gives girls experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- 2) subject matter appropriate to the ages and aptitudes of girls, including those girls with a statement (Please refer to the Special Educational Needs Policy)
- 3) girls to acquire skills in speaking and listening, literacy and numeracy;
- 4) personal, social and health education which reflects the school's aims and ethos (See PHSCE policy for more detail);
- 5) a programme of activities which is appropriate to the needs of the girls in the Foundation Stage;
- 6) all girls to have the opportunity to learn and make progress

Self Esteem and Self Worth

Congratulations are given to pupils at whole school assemblies recognising the achievements of our pupils. Talents of individual pupils are celebrated in whole school assemblies. Good work may be shown to the Head.



Curriculum in the Early Years Foundation Stage

(Please also refer to the EYFS policy)

The Early Years Foundation Stage, which underpins the curriculum in NHEHS' Reception classes, is distinct in its identity. The curriculum is planned in accordance with the Statutory Framework for the Early Years Foundation Stage.

There are seven areas of learning and development that shape the educational programme in Reception. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting the girl's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

Communication and Language

Physical Development

Personal, Social and Emotional Development.

The girls are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design.

Ongoing assessment (also known as formative assessment) is an integral part of the girls learning and development process. It involves observing them to understand their level of achievement, interests and learning styles.

The observations are used on a weekly basis to inform the planning for the week ahead to ensure a challenging curriculum that effectively meets the needs of the unique child. Careful and flexible planning between all the staff in contact with the girls ensure that a wide, varied and effective curriculum is delivered. At NHEHS subject specialist teachers in music and physical education work closely with the class teachers to give an accurate picture of attainment.

At the end of Reception, records and evidence of each girl's learning and development are used to assess each girl against the 17 Early Learning Goals.

Curriculum in Year 1 to Year 6

The curriculum takes into account:

- The National Curriculum– the programmes of study for most subjects are used as the basis for the long term plans.

- A PSHCE curriculum, developed in response to Every Child Matters.

Key Stage 1: Years 1 and 2

Key Stage 1 of the National Curriculum begins formally in Year 1. Class teachers are responsible for teaching English, Maths, History, Geography, Art, Design and Technology, PSHCE and RE. Subject specialist teachers are employed in Science, Computing, Music, Mandarin and Physical Education.



Key Stage 2: Years 3- 6

Key Stage 2 of the National Curriculum begins formally in Year 3. Class teachers are responsible for teaching English, Maths, History, Geography, Art, Design and Technology, PHSCE and RE.

Subject specialist teachers are employed in Science, Computing, Music, Mandarin and Physical Education.

The Integrated Curriculum (Y1-6)

We believe in a creative integrated curriculum which we strive to achieve by developing in our girls the skills of enquiry, investigation, analysis, evaluation and presentation. The integrated curriculum covers Art, History, Geography, RE, Design and Technology and, where possible, links will also be made to other curriculum areas including P.E, Science, IT and Music.

Each year group will cover one topic a term and each topic has an exciting title that acts as an introductory hook which engages the learners and gives purpose to their learning. The topics have been chosen to allow cross curricular links to be developed. Planning is focussed on the skills and processes involved in learning and accessing knowledge as well as on content.

PSHCE

The school has its own scheme of work for PHSCE which is delivered by class teachers but is also reinforced through assemblies, circle time, subject teaching, charity/community involvement, guest speakers and class roles and responsibilities. NHEHS considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer girls a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

Curriculum Organisation

The curriculum and timetable are constantly evolving. The junior school's timetable comprises of 6 periods a day, varying in duration from 35 minutes to 60 minutes depending on the Key Stage. Extracurricular activities take place before school, during the lunch break and after school.

Trips and outings

All classes are expected to go on regular outings over the course of the year to complement the curriculum being covered. Full use is made of museums, art galleries, theatres, performing arts venues and historical sites.

In Year 6, part of the curriculum is delivered through a week long residential trip and in Year 5 there is an overnight outward bounds trip.

The mode of working

We use a balance of class, group, paired and individual work where appropriate. Within this structure:

- Classes are of mixed ability, and various forms of differentiation within lessons are used (see differentiation policy)



- Teaching assistants are employed to support learning in all years
- Volunteer helpers assist occasionally in the classroom, in the library, in sports activities, on outings and visits and in providing general help
- Schemes of work support the teaching of all subjects throughout the School
- Girls requiring 1 - 1 support are sometimes withdrawn for extra support provided by a Learning Support teacher, in close co-operation with the class teacher. This is paid for privately by the parents. (See Special Educational Needs policy)

Homework

This is considered to be an essential element of the teaching and learning process (see homework policy) therefore:

- Girls will be set regular homework
- In addition to homework, it is expected that all girls will read at home
- Girls will have multiplication tables and spellings to learn at home
- Girls who would benefit from reinforcement of a particular concept may be asked to work on additional activities at home.
- Girls who have made insufficient effort during class time may be asked to complete work at home in addition to their normal homework

Planning and Preparation

All teachers are expected to:

- Plan effectively to achieve progression in learning within the schemes of work of the department
- Set high expectations building on prior attainment and knowledge of the individual needs of pupils
- Be aware of any specific needs within the group and plan differentiated work accordingly
- Prepare well-produced material well in advance of the lesson
- Set clear objectives at the beginning of the lesson which are understood by the pupils
- Plan a well-structured, well-timed lesson with a review at the end
- Plan lessons appropriately and adapt according to the learning and understanding from previous lessons

Monitoring

- Planning and work scrutiny are monitored by the Head of Junior School and/or curriculum and phase leaders.
- Staff meetings and INSET are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Curriculum and Phase Leaders Roles:

- take the lead in policy development and monitoring schemes of work to ensure progression and continuity in all subjects throughout the school
- support colleagues in their development of planning documentation and implementation of the scheme of work, and in assessment and record keeping activities
- monitor progress working alongside the Head of Junior School on action needed
- where relevant take responsibility for the purchase and organisation of resources for their area
- are expected to keep up-to-date through reading and attending relevant courses



Feedback to girls about their own progress is achieved in accordance with the assessment and marking policy.

Cross-Phase Continuity

This is ensured by:

- Liaison meetings between teachers of successive year groups throughout the school
- Regular meetings of all the phase leaders
- Years 6/7 transfer meeting between teachers of Year 6 and the Head of the Lower School, to include Special Needs Co-ordinators.
- Meetings held by the Head of the Senior School for Year 5 and 6 parents, in preparation for transfer.
- Visit to the Senior School Open Evening by Year 6 girls and parents
- Transfer of pupil records, and summative assessment results.

Assessment and reporting

(Please refer to the Assessment policy for further detail)

Assessment is an essential part of the teaching process. Regular assessments are made of girls' work to establish a level of attainment and inform future planning. Teachers use assessment information to track the progress of individual girls and members of the Senior Leadership Team use it to monitor how effective the teaching and the curriculum is.

Reporting to Parents is done through Parents Evenings and three written reports. Parents are aware that:

- formal parent meetings are held on two occasions a year
- they may meet their child's teacher or the Head of Juniors informally by appointment at any other time

Special Educational Needs and Gifted and Talented Provision

(See Special Educational Needs policy for further details)

It is vitally important that all girls are able to gain full access to the school's curriculum, both for those that are working significantly above their peers and that have difficulty accessing it through individual learning differences. These girls are identified and provision is built into the teacher's planning, with support from specialists where required.

Equal Opportunities

We believe all girls in the school should have equal opportunities and equal access to the curriculum.

Other relevant policies that relate specifically to the Curriculum policy:

- Behaviour policy
- Assessment policy
- Marking policy
- Special Needs policy

July 2020

Date of next review: July 2021