

CURRICULUM POLICY



Introduction

St Hugh's' curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experiences. It also includes the 'hidden curriculum' – what the pupils learn from the way they are treated and expected to behave. 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 that enable them to achieve their true potential. We value the breadth of the curriculum that we provide. We aim to foster creativity in our pupils and to help them become independent learners.

Aims

The aims of our school curriculum are:

- To enable all pupils to learn, and develop their skills, to the best of their ability;
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid base for lifelong learning;
- To teach pupils the basic skills of literacy, numeracy and information and communication technology;
- To enable all pupils to be creative and to develop their own thinking;
- To help pupils understand Britain's cultural heritage;
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- To enable pupils to be positive citizens;
- 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 enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Organisation and Planning

At St Hugh's we use the curriculum (Long Term Plan), Medium Term Plans and Short Term Plans. Long Term and Medium Term Plans are reviewed on an annual basis.

Through our Medium Term Plans teachers give clear guidance on the objectives and teaching they use for each topic or area of the curriculum.

The short term plans are written by teachers on a daily or weekly basis in their teacher's planners. These are used to set out the learning objectives for each session, and to identify which resources and activities they are going to use in the lessons.

In the Early Years, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all early learning goals, and that there is planned progression in all curriculum areas.

At Key Stage 2 pupils are given the opportunity to experience a wide variety of subjects: French, History, Geography, RS, ICT, Art, Drama, Design Technology, Music, Latin, PE and Games as well the core curriculum subjects of English, Mathematics and Science. Indeed, as a Preparatory school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

The Curriculum and Inclusion

The curriculum at St Hugh's is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupil's access to the curriculum, in order to meet their individual needs, then this is done only after their parents have been consulted.

If a pupil has special needs, St Hugh's does all it can to meet these individual needs, and we comply with the requirements set out in the SEN Code of Practice and our own Special Needs Policy. This process is carefully overseen by the Head of Learning Support who liaises with the particular members of the Senior Management who are responsible for the individual pupils' needs at that stage in their education. In the Pre-Prep this may be the Head of Pre-Prep, in Years 3 and 4 this will be the Head of Middle School and in the Senior School the Deputy Heads and Head of Assessment.

We are committed to meeting the needs of pupils with disabilities. All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted.

We also provide appropriate support to those who are gifted and talented (see separate policy) and those with academic gifts have the benefit of being placed in upper sets, joining our scholarship stream, attending after school activities which provide cerebral challenge (eg. chess) and by joining the 'Aegis Group'. This group comprises the most able children from Years 5-7 has been identified by reference to CAT scores and discussion with staff. This enrichment group meets several times during the year to investigate areas suggested by them, based on a theme initially chosen by staff. The approach is cross-curricular and allows the children to investigate their interests independently within a supportive group and to report their findings to the group. We aim to develop strategies for independent learning and provide a broader intellectual stimulation for those who have gifts in these areas.

The Role of Key Stage 1 Subject Coordinators

In the Pre-Prep subject coordinators have been established.

The role of the Key Stage 1 subject coordinators is:

- To maintain and update, in conjunction with the Head of Department and the Head of Pre-Prep and by active consultation with the relevant teaching staff, aims and objectives for individual subjects at Key Stage 1.
- To prepare a policy, in conjunction with the National Curriculum, to include a scheme of work for the individual subject at KS1 that the coordinator is responsible for.
- To ensure that coherence in planning between the Foundation Stage, Years 1 and 2 and finally, between Years 2 and 3 is smooth and meaningful.
- The requisition, within financial circumscription and annual budgetary allowances, the resources needed for implementation of a scheme of work.

- To help devise a useful and meaningful system of assessment for the subject the coordinator is responsible for. This *system* must follow the broad guidelines detailed in the school curriculum policy.
- To keep abreast of current educational thought for the subject the coordinator is responsible for.
- To attend in-service training and where appropriate share useful and pertinent information with other staff.
- To attend termly departmental meetings with the Head of Department in the Senior School and report back to the Head of Pre-Prep and KS1 staff.

The Role of the Head of Department

The role of Head of Department is to:

- oversee the curriculum and planning for the subject
- provide a strategic lead and direction for the subject;
- monitor standards being achieved;
- observe the teaching and teachers' planning of the subject throughout the school;
- support and advise colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- oversee the quality of teaching and learning for the subject;
- maintain a departmental development plan and present this annually to the senior management team.

St Hugh's provides Heads of Department non-contact time each term, so that they can carry out their duties. It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. It is their duty to review the way the subject is taught at St Hugh's, and plan for improvement. The development planning links to whole school objectives. Each Head of Department reviews the curriculum plans and ensures that progression is planned into the schemes of work.

The Head of Department monitors the way that a subject is taught throughout the school. They examine all subject plans and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.

Overall responsibility for the Curriculum

The Headmaster has overall responsibility for the curriculum. Together with the Deputy Head (Curriculum/Administration) and the SMT he oversees curriculum planning and provide guidance to Head's of department through INSET and Heads of Department meetings (other aspects of this monitoring of the curriculum are detailed in the *Teaching and Learning Policy* and the *Assessment Policy*).

This policy is monitored by the Headmaster and SMT.

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