



HALSTEAD ST ANDREW'S
SCHOOL

CURRICULUM POLICY

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Halstead St. Andrew's Curriculum Policy

Introduction

At Halstead St Andrew's School our pupils receive full time supervised education (in accordance with section 8 of the Education Act 1996). All pupils, of all ages and aptitudes, including those with special educational needs or an EHC, have the opportunity to learn and make progress in an environment where the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of other faiths and beliefs is nurtured and underpins all elements of school life. The curriculum gives pupils a wealth of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, fostering a respect for their environment and its inhabitants. Further details can be found in our department handbooks and schemes of work. Please also see the Teaching and Learning Policy.

Aim

Our aim is to enable every child to reach their full potential through a focussed, nurturing approach which encourages self-belief, enthusiasm and creativity.

Academic study based on the principal that we are all global citizens with a moral responsibility for the welfare of each other and the planet we live on and the development of personal thinking and learning skills forms the fundamental ethos of the education process at Halstead St. Andrew's. We strive to make every lesson as challenging and exciting as possible, and encourage our children to think, to question and to discuss in order to develop independent and confident learners, regardless of ability. The classroom atmosphere is designed to be friendly, stimulating and challenging so that every pupil feels valued, able to contribute and engaged; each child is encouraged to give of their best in order to reach their full potential.

Praise and encouragement is at the centre of all feedback, thereby building confidence and self-belief. Rewards are an important part of the cycle of praise and motivation. Our reporting system to parents is part of the cycle of praise and encouragement, involving Assessment grades, end of term reports and parents' evenings.

We offer a broad and balanced curriculum, introducing the children to a wide range of subject areas. Our broad curriculum enables the children to explore and identify their interests and talents and enables them to realise their full potential across a range of curriculum areas and skills. We are privileged to enjoy the freedom to pick from what is best in the prescribed National Curriculum and other international teaching methodologies, whilst retaining an individuality which complements the needs of our pupils, prepares them for their future lives, whilst meeting the needs of the rigours of the ISEB Common Entrance curriculum and uses the skills and talents of our staff to the best of their ability.

We embrace opportunities for embedding key speaking, listening, literacy and numeracy skills across all subjects; teachers are entrusted to develop and deliver the curriculum in their own disciplines with an awareness of links to other subjects, incorporating the school values and nurturing respect for others, including protected characteristics (2010 Act). We want our pupils to be inspired, active, compassionate and lifelong learners and in order to do this the curriculum, and how it is taught, is relevant, challenging and engaging. We plan for learning to be interlinked so that subjects are not studied in isolation; instead, meaningful connections are established to reinforce areas studied in other subjects and create a global awareness. We aim to prepare children now for jobs that don't yet exist; using technologies that have not yet been invented, in order to solve

problems that we don't even know exist yet. In the 21st century, children have to be equipped with the skills and the ability to apply them in different situations

Principles

In order to meet our aims to help all pupils achieve their potential, staff are encouraged to:

- create a classroom environment that encourages success
- promote clear expectations of pupil performance
- put the child at the centre of the learning and ensure assignments are tailored to meet specific interests/needs
- model excellent work
- encourage cooperation
- celebrate the diverse talents of the pupils
- constantly re-evaluate their schemes of work/ lesson planning and improve upon existing plans.
- work across departments with the unifying structure of global citizenship and personal learning and thinking skills

We provide a supportive classroom climate so that:

- Achievement is fostered
- Pupils are encouraged to stretch themselves in new directions
- Pupils feel safe and prepared to take on new challenges
- Pupils feel they have permission to be bold, daring and creative
- There is respect for the learning process
- There is a high level of trust between pupils and their teachers
- All children have the opportunity to learn and make progress
- The aptitudes/ages and needs of all pupils are considered
- Children are given the opportunity to prepare for the responsibilities and experiences of life in British Society and as a global citizen
- Respect for all is nurtured

Education, Health and Care (EHC) plan:

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Further details can be found in the Learning Support Policy.

British values and SMSC

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop respect towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability. Pupils are provided with a broad general

knowledge of public institutions and services in England and effective preparation of pupils is provided in respect of the opportunities, responsibilities and experiences of life in British society. The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children in all subjects and not something that is simply covered in PSHCE lessons. Learning outcomes that are fostered within these include:

- an understanding of rights and responsibilities
- an ability to discuss and express views
- critical reflection
- making connections between lessons and current and future 'real-life' experiences
- self-esteem with humility
- tolerance and respect
- enthusiasm
- a thirst for knowledge
- the ability to meet challenges, fail and recover
- empathy
- an understanding of the protected characteristics as set out in the 2010 Act(a)
- an understanding of British Values, reinforcing democracy, tolerance and a knowledge of British Institutions.
- a recognition of our role as a global citizen and the connections we have

SMSC and British Values are taught through all subjects of the curriculum.

Further details can be found in the Department Handbooks, the SMSC statement and PSHE policy

Equal Opportunities

The School considers it important to provide a range of experiences and an environment that will instil in pupils a positive outlook towards people in our society whom they see as different from themselves. Halstead aims to demonstrate through its work and through its social activities that it positively values and respects pupils of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities.

Pupils are positively encouraged by staff to participate in all activities that are appropriate to their age.

Inclusion

Halstead St. Andrew's is committed to ensuring that all pupils have the opportunity to learn and make progress and to giving all pupils every chance to achieve the highest possible standards, regardless of age, gender, ethnicity, attainment or background. Teaching and learning, achievements, attitudes and well-being of every child are important; we follow the necessary regulations to ensure that we take the experiences and needs of all pupils into account when planning for learning.

Support for learning

There is specialist learning support in the School for all levels. The School follows the SEND Code of Practice 0 -25 (April 2020).

Academic Organisation:

The school is organised into year groups with Nursery, Reception, Year 1 and Year 2 making up the Pre-Prep Department and Years 3 to 8 making up the senior part of the school. In each year group there are two classes.

Pre-Preparatory -EYFS – (Nursery and Reception) and Years 1 and 2

Nursery (age 3 +) to Year 2 classes are taught mainly by Form Teachers/key persons in EYFS, with specialist teachers for Physical Education, Dance, Drama, Music, Art (from Year 1), French (from Reception), and Swimming (from Year 2). Pupils aged 2 – 3 may participate in specialist lessons when they show readiness to relate to additional teachers

Preparatory Years 3 to 8.

Year 3 and 4 children are mainly taught in their form groups but might be set by ability for English and Maths. Where setting has been adopted this will be because it is felt that it best suits the teaching and learning needs of that particular cohort of children. Subjects are taught by subject specialists.

In Years 5 to 8 children are taught by subject specialists. Children might be set by ability for English, Maths and MFL. Where setting has been adopted this will be because it is felt that it best suits the teaching and learning needs of that particular cohort of children. Mixed ability grouping by subject (English/mathematics/MFL) is adopted when it is felt that this will achieve the best learning outcomes for all of the children concerned.

In Years 7 & 8 children are usually set by ability in English, Maths, French and Latin. Sets are based on ability and those who will be sitting a scholarship to their choice of senior school, or are High Achieving CE candidates, and those sitting Common Entrance. Streaming is also a possibility in Years 7 & 8. The streaming process also takes into account the specific requirements of individual schools in terms of expected CE grades; non-CE papers and scholarship papers.

The compulsory subjects for Common Entrance at St Andrew's are English, Mathematics, Science, French, History, Geography and Theology, Philosophy and Religion. Latin is an optional subject (although required for some schools) and is strongly encouraged at Halstead St. Andrew's. In addition to the Common Entrance subjects, in order to fully develop the potential of each individual, and to provide a fully rounded education, the children have timetabled lessons in: Food technology, ICT, Music, Art, Design and Technology (ADT), Computing, Games, PE and Drama. Children who excel in any subject are encouraged to take a scholarship if there is one available for their school. Personal, Social, Health and Citizenship Education (PSHCE) is taught as a curriculum subject as well as being interwoven throughout the curriculum alongside Fundamental British Values and Careers awareness. There are regular careers activities in a dedicated personal development lesson.

Pre-prep: Nursery, Reception and Forms 1 and 2

Halstead St Andrew's Pre-Prep embraces the idea of a 'creative curriculum' approach, teaching through topic-based learning. We see the school as a community of learners, where pupils truly engage with their own learning. There is a commitment to inquiry, how best to learn and the application of effective assessment to foster learning outcomes. This learner-centred academic approach is augmented and underpinned by personal and social education that is central to the inquiry-led approach. Although the children are classroom based they have access to specialist teachers for Art, Music, ICT, food technology and PE. The key features of the Pre-prep curriculum are:

- Inquiry-led learning: the curriculum offers a dynamic balance between the acquisition of essential skills and knowledge and the search for meaning. By starting with the students' prior knowledge and connecting with their search for meaning, they are able to promote real and deep understanding

- Focused AfL (Assessment for Learning): the success criteria are made explicit at the start so AfL is easy to manage
- Emphasis on presentation skills: pride in outcomes is an essential ingredient of the curriculum and relevant and exciting displays augment this
- Citizenship and global awareness: there is an emphasis on reflection and moral choice as well as learning. We are concerned with the whole child and their place in the wider world. Multiple intelligences and learning styles are used as tools to promote a sense of community, creativity and personal growth. The ethos is one of creating the grounding to create global citizens of the future
- Dynamic independent learning

Years 3 and 4:

As pupils move into Years 3 and 4 there is a graduated shift from class teaching to subject specialism teaching. We continue to promote the ethos of child-centred learning which underpins the whole school curriculum, as well as integrated curriculum topics/themes. The core subjects, English, and Maths, as well as History, Geography, and TPR are taught by the class teachers in Year 3 and 4, Science, French, Music, ADT, Food tech and ICT, as well as Games and PE, are taught by subject specialists.

Years 5 and 6

In Years 5 and 6, teachers follow the ISEB 11+ syllabus for the core subjects of English, Maths and Science and a curriculum that ensures that the foundations needed in all subjects in Years 7 & 8 for the ISEB 13+ syllabus are securely laid. Pupils are taught by specialists in each subject and this not only helps to develop children's academic ability at their own pace but facilitates personalized learning and relationships that nurture confidence, self-esteem and motivation. The principles of good practice and building cross-curricular links are maintained throughout.

Years 7 and 8

In Years 7 and 8, teachers follow the ISEB 13+ syllabus for all academic subjects. Pupils are taught by specialists in each subject, and this not only helps to develop children's academic ability at their own pace but facilitates personalized learning and relationships that nurture a growth mind-set, confidence and motivation. The principles of good practice and building cross-curricular links are maintained throughout.

We believe that learning to learn and developing Personal Learning and Thinking Skills (PLTS) is as important as what is learnt. There is an emphasis on skills before content which facilitates the process of acquisition of content knowledge as children move through the school. We also believe that it is essential that the interconnectivity of subject knowledge and skills is clear to the children. According to recent research, we are preparing children now for jobs that don't yet exist; using technologies that have not yet been invented, in order to solve problems that we don't even know exist yet. In the 21st century, children have to be equipped with skills and the ability to apply them flexibly in multiple situations. Learning to learn and PLTS are integrated into all subject areas as well as being embedded into form time activities from Year 5 up; as is developing creative and critical thinking skills.

Please see Appendix 1 for the curriculum breakdown per year group for Years 3-8

Please see Appendix 2 for the school day

Special Educational Needs

Learning Support aims to meet each child's individual needs following the guidelines of the SEND Code of Practice 0-25 (April 2020) and The Equality Act 2010.

The School is committed to providing for the special educational needs of its pupils whatever their specific identified learning difficulties, talents or gifts might be.

If a child has needs that are additional to, or different from, other pupils within the class then her teacher discusses his/her concerns with the SENDCo who advises. In most instances through differentiated work, the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If necessary, the SENDCo undertakes a more detailed assessment and provides intervention to match the pupil's level of need. Specialist intervention is provided where there is an identified specific learning difficulty and/or there is a mismatch between a child's potential ability and their current performance. As far as practical, we provide additional resources and support for pupils with special needs within school hours at no extra charge.

All staff are made aware of each child's needs at the beginning of each term and regularly at weekly staff meetings. When appropriate, external agencies, such as speech therapists, occupational therapists and educational psychologists provide specialist assessment, support and advice to the pupil, teaching staff and parents.

Disability/Inclusion

We are committed to meeting the needs of pupils at Halstead St. Andrew's that have disabilities. The School complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils. Teaching and learning is appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities or the teaching materials may be adapted.

For pupils with Special Educational Needs or learning difficulties and/or disabilities see also our Special Educational Needs Policy.

RSE

The School teaches Relationships and Sex Education and Health Education according to the 2020 statutory guidance. It is usually taught within the subjects of PSHEE, ICT and science although areas of it can be also covered in assemblies, focused sessions and in general teaching.

Parents have the right to request to be excused from sex education (commonly referred to as the right to withdraw). They have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The Head will automatically grant a request to withdraw a pupil from any sex education, other than as part of the science curriculum.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Appendix 1 – Breakdown of subjects in the curriculum Years 3-8

| | English | Maths | Science | MFL | Geography | TPR | History | Latin | ADT | Computing | PE | PSHCEE | Drama | Games* | Food Tech | Music | Reasoning | Swimming | Outdoor Learning | Reading |
|---------------|---------|-------|---------|-------|-----------|-----|---------|-------|-------|-----------|----|--------|-------|--------|-----------|-------|-----------|----------|------------------|---------|
| Year 8 | 5 | 5 | 4 | 4 | 3 | 2 | 3 | 2 | 2 | 1.5 | 1 | 1.5 | 2 | 7 | 1 | 1 | | | | 1 |
| Year 7 | 5 | 5 | 4 | 4 | 3 | 2 | 3 | 2 | 2 | 1.5 | 1 | 1.5 | 2 | 7 | 1 | 1 | | | | 1 |
| Year 6 | 6 (8) | 6 (8) | 4 | 3 (2) | 2 | 2 | 2 | 1 | 2 (1) | 1.5 | 1 | 1.5 | 2 (1) | 7 (6) | 1 | 2 | 1 | | | 1 |
| Year 5 | 6 | 6 | 4 | 2 | 2 | 2 | 2 | 1 | 2 | 1.5 | 1 | 1.5 | 2 | 7 | 1 | 2 | 2 | | | 1 |
| Year 4 | 7 | 7 | 3 | 2 | 2 | 2 | 2 | | 2 | 1 | 1 | 1 | 2 | 7 | 1 | 2 | 1 | | 2 | 1 |
| Year 3 | 8 | 8 | 3 | 1 | 2 | 1 | 2 | | 2 | 1 | 1 | 1 | 2 | 5 | 1 | 2 | | 3 | 2 | 1 |

Appendix 2 – School day

| | | 08:15 | 08:25 | 09:05 | 09:45 | 10:05 | 10:30 | 11:10 | 11:50 | 12:30 | 13:00/ 13:10 | 13:40 | 14:10 | 14:50 | 15:30 | 16:10 | 16:30 | 17:05 |
|------------------|------------------|-------|----------|---------|---------------|-------|----------|----------|----------|----------|-----------------|---------|----------|----------|----------|-------|-------|------------|
| Monday | Year 3 -5 | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lunch | Lesson 6 | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | | Activities |
| | Year 6-8 | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lunch | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | Prep | Activities |
| Tuesday | Year 3 -4 | Reg | Lesson 1 | Lesson2 | Form | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lunch | Lesson 6 | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | | Activities |
| | Year 5-8 | Reg | Lesson 1 | Lesson2 | Form | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lunch | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | Prep | Activities |
| Wednesday | Year 3 -4 | Reg | Lesson 1 | Lesson2 | Hymm Practice | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lunch | Lesson 6 | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | | Activities |
| | Year 5-8 | Reg | Lesson 1 | Lesson2 | Hymm Practice | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lunch | Reading | Lesson 7 | Lesson 8 | Lesson 9 | Tea | Prep | Activities |
| Thursday | Year 3 -4 | Reg | Lesson 1 | Lesson2 | Form | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lunch | Lesson 6 | Reading | Lesson 7 | Lesson 8 | Lesson 9 | Tea | | Activities |
| | Year 5-8 | Reg | Lesson 1 | Lesson2 | Form | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lunch | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | Prep | Activities |
| Friday | Year 3 -4 | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lunch | Lesson 6 | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | | Activities |
| | Year 5-8 | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lunch | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | Prep | Activities |

Pre-Prep

| | 08:40 | 08:45 | 09:20 | 09:55 | 10:10 | 10:35 | 11:15 | 11:45/11:55 | 12:30 | 12:50 | 13:40 | 14:10 | 14:50 | 15:30 | 15:45 |
|---------------------|-------|----------|---------|----------|-------|----------|----------|-------------|-------------|----------|----------|----------|----------|------------------|------------|
| Nursery | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lunch 11:45 | Break | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | End of Day 15:15 | |
| Reception | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lunch 11:45 | Break | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | End of Day 15:25 | Activities |
| Year 1 and 2 | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lunch 12:15 | Break | Lesson 6 | Lesson 7 | Lesson 8 | End of Day 15:30 | |

| | 08:25 | 08:35 | 09:15 | 09:55 | 10:10 | 10:35 | 11:15 | 11:55 | 12:35 | 13:10 | 13:40 | 14:10 | 14:50 | 15:30 | 16:15 | 16:25 | 17:05 |
|-----------|-------|----------|---------|----------|-------|----------|----------|----------|----------|-------------|-------|----------|----------|----------|-------|-------|------------|
| 6H | Reg | Lesson 1 | Lesson2 | Assembly | Break | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lunch 12:50 | Break | Lesson 7 | Lesson 8 | Lesson 9 | Tea | Prep | Activities |