



## Curriculum Policy

The 'School' refers to all staff and students in Abbot's Hill School, which includes the Early Years/Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

### MONITORING AND REVIEW

Person Responsible	Deputy Head (Academic)/Head of Prep
Reviewed by	Deputy Head (Academic)
Approved by	Head
Date of Last Review	November 2022
Date of Next Review	November 2023

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# Curriculum Policy

This document should be read in conjunction with:

Teaching and Learning Policy

- Careers Policy
- Mission, Vision and Values
- Reporting Policy
- PDE Policy
- SEND Policy
- Equal Opportunities Policy
- EYFS Policy

## 1. Policy Statement

- 1.1 At Abbot's Hill the curriculum is broad, rich and exciting for all our pupils, focused on our vision to be a first-choice school with outstanding environments in which to work, learn and play. We embrace diversity and provide an education fit for the modern world by challenging everyone in our community to be confident in who they are, develop strength of character and to become active, compassionate citizens who make significant and lasting contributions to others throughout their lives.

## 2. Provision

- 2.1 Abbot's Hill School provides full time supervised education to pupils of compulsory school age (5-16) and also has a thriving EYFS setting from 6 months to Reception.
- 2.2 All departmental schemes of work effectively provide a challenging and enriched
- 2.3 curriculum to enable pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum enables all pupils to emerge, be recognised, developed and supported.
- 2.4 The School is committed to ensuring that the provision for pupils with a Learning Passport, including those with an EHCP is reviewed on an annual basis)
- 2.5 The curriculum is enriched by a wide range of co-curricular activities and non-examinable programmes within the timetable that allow for extension opportunities to develop the whole person and prepare them for life beyond Abbot's Hill.
- 2.6 Abbot's Hill School is committed to maintaining our capabilities to deliver high quality remote education in cases where it is not possible to attend face-to-face education.

This delivery is considered to be a short-term measure and as a last resort where in person attendance is not possible. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

### **3. Equal Opportunities**

- 3.1 All pupils have equal access to the curriculum and the curriculum enables all pupils to learn and make at least good progress including those with special educational needs, disabilities, those who speak English as an additional language and the most able of our pupils.
- 3.2 In accordance with statutory requirements, the school aims to make the curriculum accessible to all pupils. The school has an Accessibility Plan, which is available to parents on request.

### **4. Careers Guidance**

- 4.1 Abbot's Hill School has a comprehensive and impartial careers programme to help both Prep and Senior pupils make the right choices for their future.
- 4.2 In Year 9 pupils are guided through the options process with a variety of talks and workshops which is followed by an information evening for parents. Most pupils will study for 9 or 10 GCSEs.
- 4.3 In Year 10 pupils complete the Morrisby Test and have the opportunity to discuss the findings in 1:1 interviews as well as explanations from the Heads of Careers.
- 4.4 The curriculum in Abbot's Hill paves the way for further Sixth Form study. A Sixth Form Evening, attended by a variety of schools and colleges is held each September.

### **5. Key Values**

- 5.1 The academic curriculum at Abbot's Hill School promotes the schools aims and ethos as well as the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 5.2 We have developed our beliefs and behaviours as a whole community into a set of values and actions that guide our Prep and Senior Schools. Each year, these values

are reviewed as a collective community of children and staff to ensure that they reflect our ethos and vision.

- 5.3 The PDE programme (Personal Development Education) reflects the School's aims and ethos, is implemented in a broad and appropriate manner and encourages respect for other people, paying particular regard to the protected characteristics as laid out by the UK 2010 Equality Act.
- 5.4 The rich co-curriculum and assemblies provide valuable opportunities for SMSC (spiritual, moral, social and cultural) development and taken together the curriculum and co-curricular programme, underpinned by outstanding pastoral care, provide pupils with effective preparation for the opportunities and experience in society.

## **6. Curriculum Aims**

The curriculum aims to

- Ensure that pupils acquire speaking, listening, literacy and numeracy skills
- to foster a community in which all individuals are happy and inspired to live purposeful and fulfilling lives while remaining true to our founding values of strength and character.
- Contribute to the intellectual, physical and personal attainment and development of the pupils.
- encourage and help pupils to develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and a wide variety of physical skills
- help pupils to communicate effectively
- help pupils to develop the essential skills of life
- allow the pupils to develop a variety of learning techniques, including the ability to work on their own and as part of a group.
- develop pupils' knowledge of the Christian religion and respect for the values of other religions and ways of life
- help pupils understand the world in which they live and the interdependence of individuals, groups and nations with their environment and all forms of life
- help pupils appreciate human achievements and inspirations
- see learning as an enjoyable, purposeful activity which continues throughout life
- enable pupils to achieve success reflecting their age, aptitudes and abilities in a range of public examinations, up to and including GCSE
- develop the essential speaking, listening, literacy and numeracy skills
- provide pupils with a full and rounded entitlement to learning
- foster pupils' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire pupils to a commitment to learning which will last a lifetime and
- promote high standards in all learning and teaching

## 7. The EYFS (Nursery and Reception) Curriculum

- 7.1 Children are taught through both play and a thematic based approach, as appropriate under the Areas of Learning and Development set out in the EYFS Statutory Framework. These are prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language and the specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Embedded into the programme is specialist teaching of French, Music and Physical Education for our learners aged three and above.
- 7.2 Learning encompasses the Characteristics of Effective Learning (CoEL), Learning Outcomes and the Early Learning Goals (ELG). A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:
- **playing and exploring** - children investigate and experience things, and 'have a go';
  - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
  - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 8. The Pre-Prep and Prep Curriculum

The curriculum is managed by the Head of Prep, The Deputy Head of Prep, Head of Pre-Prep and the Deputy Head, Academic. Subject coordinators meet regularly to discuss issues affecting teaching and the delivery of the curriculum.

- 8.1 **Years 1 and 2** - The pupils are taught a varied and balanced curriculum which broadly follows and enhances the National Curriculum. The children follow a Thematic approach which encompasses Art, Computing, Design and Technology, Drama, French, Geography, History, Music, Physical Education, PDE (Personal Development Education), Religious Education, Science and Woodland School. These subjects are taught by a mix of class teachers and specialist teachers, with the majority of subjects being taught by the class teacher. English and Mathematics are taught discreetly and by the class teacher.
- 8.2 **Years 3 – 5** - The pupils are taught a varied and balanced curriculum which broadly follows and enhances the National Curriculum. Art, Computing, Design and Technology, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, PDE(Personal Development Education), Religious Education, Science and Woodland School are taught by a mix of class teachers and specialist teachers. English and Maths are taught by the class teachers but setting into smaller groups is considered each year for pupils in Year 5 and 6 to meet the needs of each cohort.
- 8.3 **Year 6** - The curriculum for pupils in Year 6 remains much as it is in the earlier years with the addition of Spanish. The pupils begin to prepare for transition to the Senior School by being taught by more subject specialist teachers.

## 9. The Senior Curriculum

The curriculum is managed by the Deputy Head, Academic. The Heads of Department (HoDs) meet regularly to discuss issues affecting teaching and the delivery of the curriculum.

All pupils have the opportunity to study a range of academic subjects and develop in performing and creative arts.

9.1 In Years 7-8, all pupils study:

- English (set by ability from September Year 8)
- Mathematics (set by ability from September of Year 7)
- Two Modern Languages: French & Spanish (set by ability from January of Year 7)
- Three Humanities: History, Geography & PER (Philosophy, Ethics and Religion) (set by ability from January of Year 7)
- Science: Natural & Physical (set by ability from September Year 8)
- Art
- Computing
- Dance
- Food
- Music
- PDE
- Physical Education

9.2 In Years 9, all pupils study the same subjects as in Years 7-8 but Science is split into Biology, Chemistry and Physics.

9.3.1 In addition the Inspired Programme is introduced consisting in a choice of courses such as Young Enterprise, Current Affairs, Debating, Volunteering, Marketing.

9.3.2 During Year 9, pupils choose the subjects they wish to study for Key Stage 4 in preparation for their GCSEs. Their personal curriculum consists of core compulsory subjects (English, Maths, Sciences, 1 Modern Foreign Language, Physical Education) and up to three option subjects. These courses begin in the summer term of Year 9.

Option subjects offered are:

- Art & Design
- Computing
- Dance
- Drama
- French/Spanish
- Geography
- History
- Home Economics
- Media Studies

- Music
- Photography
- GCSE Physical Education
- GCSE Religion Studies
- Independent Study

- 9.4 In Years 10 & 11 the pupils continue with their chosen subjects with the addition of English Literature. Pupils will also sit the Level 1 or Level 2 modules from the International Driving Licence (ICDL) studied in an ICT lesson.
- 9.5 In Science most pupils prepare for the Double Science Award resulting in 2 GCSEs but the Triple Award resulting in 3 GCSEs is offered to the most able scientists.
- 9.6 In Years 10 & 11 pupils are set according to ability in English, Maths, Languages and Science. All other subjects are taught in mixed ability groups.
- 9.7 A request for a pupil to sit a GCSE early in a language the pupil has learnt at home or studies in a previous school is usually considered positively.

## 10. Timing of the School Day

NURSERY TIMETABLE		
Nursery Open		7.30am
Breakfast		7.30-8.15am
Snack		9.30am
Lunch		11.30am
Snack		2pm
Tea		4pm
Nursery Closes		6.30pm

  

PREP SCHOOL TIMETABLE		
Main Reception Open		7.30am
Pre-Prep Breakfast Club		7.45am
Registration		8.15am
Form Time/Assembly		8.30am
Lesson 1		8.45-9.15am
Lesson 2		9.15-9.45am
Break		9.45-10am
Lesson 3		10-10.30am
Lesson 4		10.30-11am
Daily Mile		11-11.10am
Lesson 5		11.10-11.40am
Lesson 6		11.40-12.10pm
Lunch		12.15-1.15pm
Lesson 7		1.20-1.50pm
Lesson 8		1.50-2.20pm
Lesson 9		2.25-2.55pm
Lesson 10		2.55-3.25pm
Pupils may leave		3.25pm

  

PREP SCHOOL TIMETABLE		
Main Reception Open		7.30am
Breakfast Year 3-6		7.40am
Girls in Y3-6 may arrive in the playground		8am
Registration		8.15am
Form Time/Assembly		8.30am
Lesson 1		8.45-9.15am
Lesson 2		9.15-9.45am
Lesson 3		9.50-10.20am
Lesson 4		10.20-10.50am
Break		10.50-11.10am
Lesson 5		11.10-11.40am
Lesson 6		11.40-12.10pm
Lunch		12.15-1.15pm
Lesson 7		1.20-1.50pm
Lesson 8		1.50-2.20pm
Lesson 9		2.25-2.55pm
Lesson 10		2.55-3.25pm
Prep Years 5 & 6		3.30-4pm
Prep & Activities		3.30-4.30pm
Pupils may leave		
Years 3 & 4		3.40pm
Years 5 & 6		4pm
Extra-curricular Clubs, Activities and Prep After School Care available for pupils from Reception to Year 6		3.30-6pm

  

SENIOR SCHOOL TIMETABLE		
Main Reception Open		7.30am
Breakfast		7.40am
Pupils must be in school at		8.10am
Registration Years 7-11		8.15am
Form Time/Assembly		8.20am
Lesson 1		8.45-9.15am
Lesson 2		9.15-9.45am
Lesson 3		9.50-10.20am
Lesson 4		10.20-10.50am
Break		10.50-11.10am
Lesson 5		11.10-11.40am
Lesson 6		11.40-12.10pm
Lesson 7		12.15-12.45pm
Lesson 8		12.45-1.15pm
Lunch		1.20-2.20pm
Lesson 9		2.25-2.55pm
Lesson 10		2.55-3.25pm
Lesson 11		3.30-4pm
Lesson 12		4-4.30pm
Pupils may leave		4.30pm
Break		4.30-4.45pm
Extra-curricular Clubs, Activities & Prep		4.45-6.30pm



## 11. Other Information

- 11.1 PE & Games Programmes: All pupils are expected to take part in the School's Physical Education Programme and Games Programme
- 11.2 Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent or guardian will suffice, or other reasons agreed with the School.
- 11.3 Homework is expected to be completed as set according to the Homework Timetable. In the Senior School the timetable is uploaded to MSP and details of homework is uploaded to subject Google Classrooms.
- 11.4 The school has an extensive and ever evolving programme of activities that take place outside the formal curriculum and all pupils are expected to take advantage of the programme. This alongside provision in the classroom develops a range of character attributes, such as resilience and grit, which underpin success in education and employment. There are also Enrichment Weeks in the Prep and Senior School. The enrichment programme provides the opportunity to hold workshops within the school and opportunities to visit museums, exhibitions, theatres, as well as longer residential trips.

## 12. Statutory Requirements

- 12.1 Legal duties for Political impartiality in schools are set out in Part 2 of the [Schedule to the Education \(Independent School Standards\) Regulations 2014](#)
- 12.2 AHS plays an important role in preparing pupils for life in modern Britain and teaching them about the society and work they grow up in. Teaching about political issues, the different views people have, and the ways pupils can engage in our democratic society is an essential part of a broad and balanced curriculum. It is an important way in which schools support pupils to become active citizens who can form their own views, whilst having an understanding and respect for legitimate differences of opinion
  - We will prohibit the promotion of partisan political views
  - We will take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils

The curriculum is reviewed and evaluated on an ongoing basis to ensure that it meets the needs of pupils and all applicable regulations and legislations.

This policy will be monitored by the School's Senior Leadership Team and the Education Committee will review the effective implementation of this policy.

Issue Date: November 2022  
Review Date: November 2023

A handwritten signature in black ink, appearing to read 'K. Gorman', with a stylized flourish at the end.

Mrs Kathryn Gorman  
Head