



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	Head of Senior
Reviewed by	Head of Prep
Approved by	Head
Date of Last Review	September 2023
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Curriculum Policy

1. Principles

1.1 The School's Mission statement states that:

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.

Within which we aim to

Foster a community in which all individuals are happy and inspired to live healthy, purposeful and fulfilling lives while remaining true to our founding values of strength and character.

To achieve this aim, Abbot's Hill School provides a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression delivered through teaching that will enable all pupils to make good progress and that such progress is properly assessed.

Definitions:

Breadth ensures that pupils encounter the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/ creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum.

Relevance takes account of pupils' previous learning and their readiness for new experiences.

Differentiation allows for differences between pupils and implies a need for variation in teaching approaches and classroom organisation.

Progression ensures that learning is continual and builds upon previous experience and achievements.

The curriculum is constantly under review. We aim to give the students a balanced curriculum to ensure that each area of learning and experience is given appropriate attention.

This policy is underpinned by plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. See also our statement regarding fundamental British Values at point 3 below.

1.2 The curriculum should enable all pupils:

- To see learning as exciting and rewarding and as something that continues throughout life.
- To acquire excellent speaking, listening, literacy and numeracy skills.
- To develop intellectual, physical and interpersonal skills.
- To develop lively enquiring minds and the ability to question and argue rationally
- To achieve success reflective of their age, potential, aptitude and ability in a range of examinations, up to and including GCSEs.
- To have a basis from which to make informed and realistic choices and decisions at all stages.
- To understand the world in which they live and the interdependence of individuals, groups and nations within their natural, social and economic environment.
- To have an appreciation of the spiritual dimension of human existence
- To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- To show personal values based on honesty and trust, tolerance, understanding, caring and respect for others, which allow the establishment of effective personal and social relationships
- To experience a variety of teaching and learning strategies that will stimulate intellectual development, independence and collaboration

1.3 The curriculum should ensure that the following protected characteristics (section 4 of the Equality Act 2010) are at its core:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2. Links to other policies

This document should be read in conjunction with:

- Abbot's Hill School's Mission, Vision and Values
- Teaching and Learning Policy
- British Values Policy
- Careers Policy
- Marking, Homework & Reporting Policy
- RSE Policy
- SEND and EAL Policy
- Equal Opportunities Policy
- EYFS Policy

3. British Values

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils, and to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

See **British Values Policy**.

4. The role of the school in the prevention of political indoctrination

There is no place at the school for the promotion of partisan political views.

There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views and where a personal opinion is expressed, this is grounded in such a way that pupils are clear that it is an opinion and alternative views are possible.

Pupils should not be actively encouraged by teachers or others to support particular political viewpoints and political views should not be expressed, by either teachers or others, for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party
- to procure changes to the laws of this or another country
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Teachers and pupils are expected to respect the rights of others and to respect those with different beliefs, provided that such beliefs are expressed in a respectful and decent way.

If any teacher or pupil were to express actively discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

5. Transition

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. The core subject requirements of the National Curriculum are followed, but a broader range of subjects is included.

All pupils sit the ISEB 11+ pre-test in year 6. A smooth transition from KS2 to KS3 is facilitated by links with feeder primary and prep schools, as well as with our own Prep School. At 16+, we maintain good relationships with our destination 6th Forms and Colleges to enable a smooth transition.

6. Equal Opportunities

See **Equal Opportunities and Inclusive Practice Policy** and **SEND and EAL Policy**.

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 (SEND) those who speak English as an additional language (EAL) and the most able and talented (MA+T) of our pupils.

The range of pupil ability is broader at Abbot's Hill School than in other independent and maintained selective schools. Where appropriate, the curriculum for individual girls is adjusted to meet their needs, for example by providing additional support in EAL, reducing the number of courses studied or providing individual learning support.

Pupils with SEND are identified and reviewed at the beginning of each academic year and monitored by the SENDCO through the production of Learning Passports. Pupils with EAL (even though they do not necessarily need formal support) may have a reduced language curriculum. This is also applicable for girls transferring from other schools at a later stage.

Pupils identified as most able are offered appropriate additional activities as opportunities arise; their names are communicated to Heads of Department/Subject Co-ordinators so that work may be planned taking their needs into account. Opportunities for differentiation, independent learning and the development of literacy and numeracy are identified in departmental schemes of work.

The school has an Accessibility Plan, which is available to parents on request.

7. Careers Guidance

See **Careers Policy**.

8. Personal Development Education (PDE) (including RSE) which reflects the school's aims and ethos

See **RSE Policy**.

Students have weekly lessons with form tutors (Prep) and specialist teachers in Years 7 to 11.

PDE is an essential part of the education of all pupils. It is, by its very nature, developmental, and is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour.

PDE is delivered by an increasingly specialised team of staff. This team comprises of teachers from different disciplines, with additional support from the Head of PDE, the School Nurse and outside professionals.

PDE specifically aims to raise awareness of inclusion, specifically in terms of disability, age, race, religion, gender reassignment, sexual orientation, marriage and civil partnership and maternity.

PDE lessons:

- Give pupils the basic skills, experience, knowledge and attitudes that are required for work and leisure in a rapidly developing society
- Enable pupils to become progressively responsible for their own personal, social, health and citizenship education through a programme of study that considers information gained through PDE, other subjects and within their own homes
- Provide a safe and relaxed environment where everyone is respected and each protected characteristic is recognised and included and in which pupils feel free to discuss and explore their ideas, opinions and concerns

Each year group can study a variety of topics which provide opportunities for individual, paired and group work. Discussion is a key component of the PDE lessons, with pupils encouraged to express their opinions, and listen to others'. External speakers are invited to speak to pupils as appropriate.

The PDE programme develops pupils' sense of belonging, both with Abbot's Hill School and into the local community and wider world.

9. Curriculum Provision

Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills.

The EYFS (Nursery and Reception) Curriculum

See **EYFS Policy**.

Children acquire knowledge and skills appropriate to their educational needs through play and a thematic based approach to learning, as appropriate, within the *Areas of Learning and Development* set out in the EYFS Statutory Framework.

The prime areas are:

- Communication and Language
- Physical Development

- Personal Social and Emotional Development.

The specific areas of:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

Embedded into the programme is specialist teaching of French, Music and Physical Education for our learners aged four and above.

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 within EYFS are:

- **Playing and exploring:** children investigate and experience things
- **Active learning:** children concentrate and keep on trying if they encounter difficulties
- **Creating and thinking critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Pre-Prep and Prep Curriculum

The Deputy Head of Prep and Head of Pre-Prep have responsibility for the implementation of the curriculum. Subject co-ordinators liaise closely with the Prep teaching team and Senior School Heads of Department to ensure that there is a broad and progressive coverage of topics and activities throughout the Prep School and into the Senior School.

Years 1 and 2

The pupils are offered a varied and balanced curriculum which broadly follows and enhances the National Curriculum.

Pupils have phonics, English and Mathematics lessons in the morning and then follow a thematic approach to learning which encompasses Art, Design and Technology, Drama, Geography, History, PDE (Personal Development Education), PER, (Philosophy, Ethics and Religion) and Science.

Computing, French, Music, PE (Physical Education) and Woodland School are taught by specialist teachers.

Years 3 – 6

The pupils are offered a varied and balanced curriculum which broadly follows and enhances the National Curriculum.

Pupils have English and mathematics lessons in the morning and are taught by their class teachers in Year 3 and 4. They are in sets for Mathematics from Year 5 and they are in sets for English in Year 6 (2023-24 only).

They have specialist teachers for Computing, Drama, French, Music, PE (Physical Education) and Outdoor Learning.

Additional subjects within the Year 3-6 curriculum are Art, Design and Technology, Geography, History, PDE (Personal Development Education), PER, (Philosophy, Ethics and Religion) and Science.

The Senior Curriculum

The curriculum is managed by the Acting Head of the Senior School. The Heads of Department (HoDs) meet regularly to discuss the quality of delivery of the curriculum.

All pupils can study a range of academic subjects and develop in performing and creative arts.

In Year 7 Pupils study:		
Compulsory:		
English	Mathematics	Physical Science
Natural Science	A Modern Language	History
Geography	Philosophy, Ethics and Religion	Art
Computing	Dance	Drama
Food	Music	Product Design
PDE	Physical Education	Games

- Mathematics: set by ability from September of Year 7
- Languages: pupils study a term of French and Spanish before choosing which to continue with from the summer term
- Humanities: set by ability from January of Year 7

For the Autumn Term, Year 7 also have a weekly Choir session

In the Spring and Summer Term, Year 7 complete the IPQ (Independent Project Qualification)

In Year 8 pupils study:		
Core:		
English	Mathematics	Physical Science
Natural Science	French	Spanish
History	Geography	PER
Art	Computing	Dance
Drama	Food	Music
Product Design	PE	Physical Education
Global Citizenship	Games	

Languages & Sciences: set by ability from September of Year 8

In Year 9 pupils study:		
Core:		
English	Mathematics	Biology
Chemistry	Physics	French
Spanish	History	Geography
PER	PDE	Physical Education
Games		
<i>A choice of 4 electives from:</i>		
Art	Computing	Dance
Drama	Food	Music
Product Design		
<i>A choice of 3 InspirED courses from:</i>		
Current Affairs	Child Development	Creative & Digital Media & AI
Volunteering	Presentation Skills	STEM
First Aid	Coaching	Sports Psychology
Healthy Lifestyles	Money Matters	

Pupils are set according to ability in English, Maths, Languages and Science. All other subjects are taught in mixed ability groups.

In Year 10 & 11 pupils study:		
Core		
English Language	English Literature	Mathematics
Biology	Chemistry	Physics
PDE	Physical Education	Games
<i>A choice of 4 Options:</i>		
Art & Design	Computing	Dance
Drama	French	Food & Nutrition
Geography	History	Media Studies
Music	Photography	Physical Education
RS	Spanish	

Pupils are set according to ability in English, Maths, Languages and Science. All other subjects are taught in mixed ability groups.

Pupils also have the choice to take Independent Study in place of a GCSE option subject.

In addition pupils in Year 10:

- Sit the Level 1 or Level 2 modules from the International Driving Licence (ICDL) studied in an ICT lesson.
- Continue with The Inspired Programme (as for Year 9)

Pupils in Year 11 have the choice to participate in *Leisure Options* (with external providers) during their Games lessons or take independent study for 1 hour per week.

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.

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. Timings of the School Day

Nursery and Pre- Prep

Monday to Friday	
8.15	Registration
8.30	Period 1
9.00- 9.45	Period 2
9.45 -10.00	Morning Break and Snack Time
10.00 – 11.00	Period 3 <i>(Reception: Tuesday's Only - Period 3- 10.00 to 10.30 Period 4 -10.30 to 11.00)</i>
11.05 – 11.35	Period 4
11.35 – 11.50	Form time and Daily Mile
11.50 – 13.10	Lunchtime
13.15 – 13.20	Registration
13.20 – 14.20	Period 5 <i>(Reception and Year 2: Monday's Only – Period 5 13.20 to 13.50 Period 6 13.50 to 14.20)</i> <i>(Year 1: Tuesday's and Friday's Only – Period 5 13.20 to 13.50 Period 6 13.50 to 14.20)</i>
14.25 – 14.50	Form Time
14.50 – 15.20	Pre-Prep dismissed/clubs

Prep

Monday to Friday	
8.15	Registration
8.30 – 9.00	Period 1
9.00 – 9.30	Period 2
9.30 – 9.45	Period 3
9.45 – 10.00	Morning Break
10.00 – 10.30	Period 4
10.30 – 11.00	Period 5
11.05 – 11.35	Period 6
11.35 – 12.05	Period 7
12.15 – 13.15	Lunch
13.15 - 13.20	Registration
13.20 – 13.50	Period 8
13.50 – 14.20	Period 9
14.25 – 14.55	Period 11
15.25	Period 12 -Form
15.45	Pupils Dismissed/ Clubs

Senior

Monday, Tuesday, Thursday and Fridays		Wednesdays	
8.15	Registration	8.15	Registration
8.25 – 9.25	Period 1	8.25 – 9.25	Period 1
9.30 – 10.30	Period 2	9.30 – 10.30	Period 2
10.30 – 10.50	Break	10.30 – 10.50	Break
10.50 – 11.50	Period 3	10.50 – 11.50	Period 3
11.55 – 12.55	Period 4	11.55 – 12.55	Period 4
12.55 – 13.55	Lunch	12.55 – 14.10	Lunch
13.55 – 14.10	Form Time	14.10 – 14.35	HOY/CLAN
14.15 – 15.15	Period 5	14.35 – 15.00	Assembly
15.20 – 16.20	Period 6	15.05 – 16.05	Period 5
16.30	Buses Depart	16.15 – 17.00	Staff Meeting
16.30 – 17.30	Prep/Clubs	16.30 – 17.30	Prep
17.40	Late Bus	17.40	Late Bus

11. Other Information

PE & Games Programmes

All pupils are expected to take part in the school's Physical Education Programme and Games Programme.

Pupils may only be excused from PE and Games lessons for medical reasons; requests should be made by parents via the absence reporting system on MSP, or other reasons agreed with the school.

The Co-Curriculum

The school has an extensive and ever-evolving programme of trips, residential visits and activities that take place outside the formal curriculum and all pupils are encouraged to take advantage of the programme which includes the Duke of Edinburgh's Award, the Sports Leader's Award and opportunities for service in the community.

This, alongside the learning provision in the classroom, develops a range of character attributes, such as resilience and determination, which underpin success in education and employment.

Assemblies and curriculum enrichment

Assemblies provide valuable opportunities for SMSC (spiritual, moral, social and cultural) development. School assemblies address spiritual and social issues of the day and also reflect the school's aims and ethos.

There are also Enrichment Weeks in the Prep and Senior School.

12. Monitoring and review

The curriculum is reviewed and evaluated on an ongoing basis to ensure that it meets the needs of pupils and is compliant with 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: September 2023

Review Date: June 2024



Mrs Kathryn Gorman
HEAD