



AMESBURY SCHOOL
HINDHEAD

CHARTERHOUSE FAMILY OF SCHOOLS

CURRICULUM POLICY

Curriculum Policy

This policy applies to all children in the school, including those in the EYFS.

Amesbury is committed to providing a positive and rigorous academic education which inspires, challenges and engages all children. The curriculum offers continuity and progression of learning to foster an enjoyment of learning as a life-long experience. Through the teaching in and out of the formal classroom we aim to equip our pupils with the skills, knowledge and aptitude necessary to enable them to make informed choices during their time at Amesbury and beyond.

All pupils, including those with Special Educational Needs and Disabilities (SEND), on Education, Health and Care (EHC) plans, with English as an Additional Language (EAL) and those who have been identified as needing stretch and challenge, have opportunities to learn and to make good progress according to their age, needs and aptitudes.

The School's curriculum fulfils the Independent School Standards Regulations (ISSRs) for the Quality of Education provided, i.e.

- full-time, supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of pupils, including those with a statement; of special educational needs
- pupils to acquire speaking, listening, literacy and numeracy skills;
- personal, social, health and economic education (PSHEE) which reflects the school's aims and ethos;
- appropriate careers guidance;
- as the school has pupils below compulsory school age, a programme of activities has been established, which is appropriate to their needs;
- all pupils have the opportunity to learn and make good progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Throughout the curriculum there are opportunities 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.

1. Curriculum Structure

- 1.1 Reception, Nursery and Pre-Nursery pupils are predominantly classroom based working under the care and guidance of a class teacher. In Reception, Nursery and Pre-Nursery, the statutory Early Years Foundation Stage curriculum is followed.
- 1.2 In Key Stage 1, pupils are taught the majority of lessons by their class teacher. English, Mathematics and Phonics are taught daily. Other subjects include, Topic (History, Geography and Science), Computing and Life Skills. . Lessons are approximately 50 minutes in length. Art, Performing Art, Languages, Games, PE, are taught by subject specialists. French is taught in Reception, Year 1 and in Year 2 pupils experience a language carousel including German, Italian and Spanish. Drama, Dance and Music combine for one extended Performing Arts lesson each

week. Children will typically receive 25 hours of lessons a week including weekly chapel sessions and assemblies.

- 1.3 In Key Stage 2 children begin to become more independent, moving from their classrooms for some lessons and encountering more specialist subject teachers. Lessons are 1 hour in length. English and Mathematics are taught for 5 x 60 minutes each week in Year 3 and 4 and 4 x 60 minutes in Year 5 and 6. Pupils also receive weekly lessons in Science, Computing, French, History, Geography, Life Skills/Amesbury Award and Art/Design. In Year 5 and Year 6, pupils receive a weekly Reasoning lesson (Michaelmas term and half of the Lent term only for Year 6). Pupils receive two games lessons and one PE lesson each week, as well as a 'Games afternoon' on Wednesdays (Years 5-8) or Thursdays (Years 3 and 4). Dance, Drama and Music combine for one extended Performing Arts lesson each week. Children in Years 3 and 4 have 26 hours of lessons, in Years 5 and 6 this increases to 30 hours of lessons a week. There is over 4 hours of Form time each week which is used for assembly, chapel, reading and pastoral matters.
- 1.4 For Years 7-8 (Key Stage 3), the core curriculum of subjects provides the opportunity for pupils to continue to develop skills in speaking and listening, literacy and numeracy. These are further developed in their other subjects. All pupils study English, Maths, Science, Computing, Geography, History, RS, Life Skills/Amesbury Award, Art/Design, Performing Arts, PE and Games. Most pupils will continue to study French and are given the choice of opting to study Spanish. Pupils are taught 30 periods each week of 1 hour in length. There is over 4 hours of Form time each week which is used for assembly, chapel, reading and pastoral matters.

2. Use of IT in Learning

- 2.1 Amesbury recognises that technology and computers are part of everyday life and believes that they should be part of the school life too. We aim to provide a seamless link between teaching and learning in the school environment and at home in the 'real world'.
- 2.2 Every pupil in Years 5-8 has their own hybrid device. This 1:1 approach allows us to facilitate personalised learning and model 21st century learning dispositions. Most subjects use digital OneNote notebooks and class teams so that a wide range of teaching and learning resources can be shared, created and used by teachers and pupils; for example videos, audio files, photos, annotated texts, online resources and web-based apps. All pupils use a range of accessibility tools including personalising the colour of the page and the font style, and built in text to speech and speech to text. This encourages pupils to learn independently according to their preferred learning style, choosing the best tool for the task and accessing resources in the best way for them as an individual.
- 2.3 In Years 3-4 there is a bookable laptop trolley available with 20 devices and there are also class sets of iPads. In Years 1 and 2 there is a set of iPads in each class and iPads are also available in Reception, Nursery and Pre-nursery. These are used to support teaching and learning across the curriculum.

3. PSB

- 3.1 The Pre-Senior Baccalaureate is "an assessment model that has at its heart the development of the values, skills, attitudes and behaviours required for children to succeed and flourish in an ever changing world."

- 3.2 At Amesbury the skills of collaboration, communication, community, independence, leadership, reviewing and improving and thinking and learning are central to school life, in and out of the classroom. The programme of study in Years 7 and 8 aims to develop pupils' knowledge, skills and attitudes in every subject area. As a consequence, assessments which take place vary from debates and presentations, to extended essays and research projects.
- 3.3 In Year 7 and 8 the parents are sent a PSB assessment grid at the start of each term. This is for planning purposes so both the children and the parents are aware when the assessments will take place during the term.
- 3.4 During the Trinity term, Year 8 complete their Pre-Senior Project Qualification (PSPQ), where they follow a self-designed, independent programme of study. This culminates in the PSPQ presentation to parents and Senior Schools. PSB portfolios are sent to the Senior Schools upon request.

4. Setting

- 4.1 Amesbury is committed to providing a broad and balanced curriculum that enables each pupil to achieve their highest potential in academic, sporting, cultural, spiritual and personal development. Pupils' progress is monitored and assessed using English and Mathematics assessments throughout the year. Staff are expected to ensure that they teach their subject(s) with commitment and enthusiasm and maintain the highest standards at all times. Teaching styles must be appropriate to the ability, age and nature of the pupils. It is the responsibility of each subject teacher to ensure that under-achieving pupils are identified at an early stage, using evidence of progress, from departmental assessment frameworks. Action may include monitoring, referral to Learning Support or a meeting with parents.
- 4.2 Pupils are taught Mathematics in mixed ability groups until Year 5. From Year 5 pupils are set. The choice of group is based on a pupil's pace, confidence, ability to learn and attainment. There is a top set and either one or two parallel set twos. These groups are reviewed at least termly and parents are kept closely informed if a change is proposed. . French is set for Years 7 and 8 with a top set and second set. All other subjects are taught in mixed ability groups
- 4.3 Very occasionally, the decision may be made to allow a pupil to study fewer subjects, typically a pupil may study only one additional language. These decisions are taken in the best interest of the pupil after consultation with the pupil, parents, Head of Department, Head of Learning Support and Deputy Head (Academic).

5. Hybrid Learning/ Snow Days

- 5.1 Remote education plans and packs of work will be put in place for Snow days. This will enable children absent from school, to access teaching and learning. This will proceed from the second day of school closure.
- 5.2 Reception to Year 2 will continue to engage in reading activities, times tables practice and the use of TT Rockstars. Additional work packs may also be provided via email by the Head of Section. We recognise that some children may be unable to access learning during snow days; therefore, a range of optional activities will be made available for those who are able to participate.

5.3 Pupils in Years 3 and 4 do not have access to individual school devices. Therefore, in line with expectations for Year 2 and below, they will be encouraged to engage in regular reading and ongoing practice of their times tables. To support continued learning, we may also provide optional home-learning packs containing activities in the core subjects. These materials are designed to reinforce key skills and offer families additional opportunities to extend pupils' learning beyond the classroom.

5.4

5.4 Years 5 to 8 will follow a condensed school timetable, mainly focusing on the core subjects and access their lessons via Teams and OneNote.

6. Further details

6.1 Further details of the curriculum, are sent out in curriculum maps to the parents at the start of each term

7. Pastoral Curriculum/Life Skills

7.1 The Pastoral Curriculum constitutes the personal, social, health and economic education (PSHEE) delivered to all pupils as Life Skills and reflects the school's aims and ethos. At its core it encourages respect for other people and a culture of tolerance with particular regard to the protected characteristics established in the Equality Act 2010, as such it actively prepares pupils for life in British society and the wider international community.

7.2 From Year 1 through to Year 6 the pupils largely follow the new 2020 (fully compliant with DfE guidelines), ThoughtBox PSHEE programme which is built into weekly planning. In addition to this all pupils from years 5-8 receive 'Study Skills' lessons as part of their PSHEE education. Year 7 and 8 use a scheme of work from Cre8tive Education.

7.3 The school also participates in the national 'Internet Safety Day', Charity Day, International and or National Mental Health Days and in the Anti-Bullying Alliance 'Anti-Bullying Week.'

7.4 From Year 1 onwards, the PSHEE Curriculum is delivered through Life Skills lessons by members of the Life Skills Department, or their class teacher in Year 1 and 2, which include the Pastoral Deputy Head. A full programme of the Curriculum is provided and outlined in the PSHEE policy. The Head of PSHEE co-ordinates teaching and ensures that all areas of the programme are covered. PSHEE is an important element in the Social, Moral, Spiritual and Cultural development of each pupil. In Year 3-8 an 'Ask It' box gives pupils the opportunity to develop their knowledge and disclose any concerns, especially during tutor sessions. Pupil well-being is key. Pupils are educated about mental health and RSE as part of the curriculum but also as part of assemblies and well-being week and external visits such as those by the NSPCC. See separate PSHEE policy.

7.5 Pastoral education takes place in many areas of school life. A whole school approach that encompasses every aspect of school life is essential. For example, the values and attitudes of teachers, the quality of relationships, the learning environment, and the reward/discipline system will have a very significant influence on the development of the pupil. We might call this the 'hidden' curriculum. The success of the 'visible' Pastoral curriculum ultimately depends on

the health of 'hidden' curriculum experienced by the pupil as they live and work in the school community. The 'visible' curriculum is largely developed through the PSHEE programme, Assemblies (whole school and year group) and Chapel and extra pastoral care such as 'Well Being Week'.

8. Careers Education (see separate policy)

8.1 Years 1 and 2 are introduced to a variety of careers through their topic sessions, this includes careers such as nursing, astronauts and mechanical engineering. Careers Education and up-to-date advice regarding career choices is provided to all pupils in Years 7 and 8 through PSHEE lessons.

8.2 This guidance,

- is presented in an impartial manner
- enables pupils to make informed choices about a broad range of career options
- helps to encourage pupils to fulfil their potential

8.3 In-school activities are organised for each year group, as well as many additional visits by outside agencies, speakers and advisers. A focus is placed upon this during 'Internet Safety Day' where pupils consider jobs for the future.

9. Co-curricular Activities (CCA's) and Educational Experiences

9.1 The CCA programme, beyond the classroom, contributes to the broad and balanced curriculum that is on offer by enhancing and developing pupil's experience. These activities include participating in internal, local and national competitions, challenge days, visits, lectures and other events. They take place as natural extensions of the work the children complete in class as well as 'extras' outside of the curriculum.

9.2 Annual events include Mathematics competitions, the Salters Chemistry Festival and English visits to the Globe Theatre. Pupils are entered into national essay writing competitions, a poetry by heart competition, there is a Languages day, as well as a year group expedition to France. In addition, pupils compete in numerous sporting and arts competitions, from Judo to ballet recitals.

9.3 Additionally, all Amesburians are actively involved in work with one local and one international charity.

10. Learning Support

10.1 Amesbury is a mainstream independent preparatory school that caters for mild additional learning needs. We will assess potential pupils on a case-by-case basis. Existing and prospective pupils who have had an assessment by an external professional, are required to share these reports with the school to ensure we can meet their learning needs.

10.2 Amesbury fully supports the general principles set out in the Equality Act 2010. We aim to enable all pupils who attend the school to have access to the full, inclusive curriculum, to

achieve their academic potential and to ensure that no pupil's progress is held back by any mild learning difficulty.

- 10.3 Learning support lessons are integrated within the curriculum via individual or small group support including, 'little and often', to aid learning and the acquisition of skills, particularly in Literacy and Numeracy.
- 10.4 In practical terms, support is provided by learning support teachers and assistants, with some support provided by external professionals, if necessary. Pupils who are already diagnosed within the school with significant learning challenges are provided with pupil profiles, targeted learning records, or individual learning plans on a case-by-case basis. Children with an Educational Health Care Plan, already fully or partially funded by the Local Authority and/or parents will follow an educational and welfare programme of support devised by the SEND Department in conjunction with the child's subject teachers, as well as advice and support from external agencies. Support lessons are provided within the academic timetable on a rotational basis. The need and allocation of support lessons for each pupil are regularly reviewed each term and in line with our diagnostic testing procedures
- 10.5 It is understood that every teacher at Amesbury is a teacher of every pupil including those with SEND and they will provide quality first teaching in an inclusive capacity before suggestions are made about supporting a child further outside of the classroom.

11. Monitoring and Reporting

- 11.1 All teachers are expected to provide evidence of progress for pupils in their classes, using a suitable framework to assess pupil's work regularly and thoroughly. At the start of each academic year, pupils in Years 2 to 8 are assessed using CAT 4 cognitive ability tests. These are a suite of tests, to support teachers in understanding a pupils' abilities and likely academic potential. Results from CAT4 are used to inform individual and group teaching, for target setting and for monitoring the performance of groups of pupils.
- 11.2 Further standardised assessments are carried out in English, Maths and pupil progress is tracked.
- 11.3 All pupils receive a report in the Michaelmas and the Trinity terms indicating their attitude to learning, academic attainment and a target for improvement in each subject. The reports are cumulative in nature enabling staff and parents to see pupil progress. In the Michaelmas term the parents will have a meet the tutor evening and in the Lent term there will be a parents' meeting.

12. Vision

- 12.1 The Amesbury curriculum is designed to ensure that we develop in every child the necessary skills, aptitudes and abilities to enable them to become emotionally resilient independent learners. We want to encourage in every child a sense of commitment, to value high achievement, to be prepared to adapt and to be innovative.
- 12.2 Our responsibility is to provide the spark of curiosity, one that becomes the engine of achievement, and a culture in which it can burn brightly.