

Amesbury Curriculum Policy



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Date: 7 October 2021



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Date: 7 October 2021

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 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 Able, Gifted and Talented (AGT), 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
- 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.

Curriculum Structure

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.

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), RS and PSHEE. Computing is embedded across the curriculum. Lessons are approximately 55 minutes in length. Art, Performing Art, Languages, Games, PE, are taught by subject specialists. French is taught in Year 1

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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 Form time, weekly chapel sessions and assemblies.

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 55 minutes in length. English and Mathematics are taught for 4 x 55 minutes each week. Pupils also receive weekly lessons in Science, Computing, French, History, Geography, RS, and Art. PSHEE is taught within a tutor time each week. From Year 4 to Year 6, pupils receive a weekly Reasoning lesson (Michaelmas term only for Year 6) and from Year 5, pupils receive a weekly Latin lesson. Pupils receive three games lessons and one PE lesson each week, as well as '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 23 hours of lessons, in Years 5 and 6 this increases to 28 hours of lessons a week. There is over 4 hours of Form time each week which is used for assembly, chapel, reading, PSHEE and pastoral matters.

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, Art, Performing Arts, PE and Games. Most pupils will continue to study French and are given the choice of continuing with Latin or opting to study Spanish. Pupils are taught 30 periods each week of 55 minutes. There is over 4 hours of Form time each week which is used for assembly, chapel, reading, PSHEE and pastoral matters.

Use of IT in learning.

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'.

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. All subjects use digital 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.

In Years 3-4 there is a bookable laptop trolley available with 20 devices and there are also 70 ipads. In Years 1 and 2 there is a set of ipads in each class and ipads

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are also available in Reception, Nursery and Pre-nursery. These are used to support teaching and learning across the curriculum.

PSB

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

At Amesbury the skills of collaboration, commitment, community, curiosity, leadership, perseverance, reflection, research and risk-taking are central to school life, in and out of the classroom. The programme of study in Years 7 and 8 aims to develop pupil’s 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.

At the beginning of the Trinity Term, Year 8 work portfolios are sent to their chosen Senior Schools and the pupils then complete the Pre-Senior Project Qualification (PSPQ).

Setting

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.

Pupils are taught Mathematics in mixed ability groups until Year 4. 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. Similarly, in English, pupils are set from Year 4 to Year 6 with a top set and either one or two parallel set twos. French is set for Years 7 and 8 with a top set and second set. All other subjects are taught in mixed ability groups

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

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in the best interest of the pupil after consultation with the pupil, parents, Head of Department, Head of Learning Support and Deputy Head (Academic).

Hybrid learning/ Covid -19

Where pupils have been absent from school during the Covid-19 period, Heads of Department have made adjustments to their syllabus, ensuring that plenty of opportunities for reading, consolidation of key skills and formative assessment, are in place. The aim is to ensure that gaps in knowledge and skills are addressed. Standardised assessments at the start of the academic year (CAT 4. GL Progress tests in Maths and English), help identify these gaps to enable staff to put measures in place to remedy this. No subject has been removed from the curriculum. Instead, teaching staff identify key components to enable progression.

Remote education plans have been put in place. This will enable a child absent from school, but well (eg to quarantine, await a test or for another reason), to access the teaching and learning.

For pupils in Reception to Year 2, this is via Tapestry. English, Maths, daily reading with the possible addition of some simple phonics and topic work, will be uploaded.

In Year 3 and 4, pupils can access work in core subjects via Wakelet. This will include recordings from lessons of the main teaching points together with accompanying worksheets.

Years 5 to 8 will be able to access all work via Teams and OneNote on their devices. They will join the lesson remotely via a meeting on Teams. They are expected to follow the school timetable, join all academic lessons and complete all work set.

These measures are further refined, during any temporary whole-school closure due to local lockdowns.

Work for Reception to Year 2 will continue via Tapestry, with a daily schedule of work set, supplemented by Teams meetings and videos.

Pupils in Years 3 and 4 will continue to use Wakelet as their learning platform. There will be a daily schedule of work, with activities which will include 'how to' videos and Teams meetings with their tutor.

Years 5 to 8 will follow a condensed school timetable and access their lessons via Teams and OneNote.

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Further Details

Further details of the curriculum, including time allocated to each subject, can be found in Department Handbooks.

Pastoral Curriculum/PSHEE

The Pastoral Curriculum constitutes the personal, social, health and economic education (PSHEE) delivered to all pupils 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.

From Reception through to Year 6 the pupils largely follow the new 2020 (fully compliant with DfE guidelines), JIGSAW 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.

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.'

From Year 3 onwards, the PSHEE Curriculum is delivered in Tutor Group sessions usually by members of the PSHEE Department which include the Pastoral Deputy Head. A full programme of the PSHEE Curriculum is provided and outlined in the PSHEE Department Handbook. 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. 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.

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'.

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Careers Education (See separate policy)

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 in the Trinity term under the topic 'Living in the Wider World.' Pupils learn about Careers, Capability, Risk, Self-Development, Exploration, Enterprise, Economic Understanding and self-development.

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

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.

Co-Curricular Activities (CCAs) and Educational experiences

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.

Annual events include Mathematics competitions, the Salters Chemistry Festival and English visits to the Globe Theatre. Pupils are entered into national essay writing competitions, 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.

Additionally, all Amesburians are actively involved in work with two local and two international charities.

Learning Support

Amesbury is not a selective school, because we want to ensure that siblings have the opportunity to study together in the same school and feel equally valued.

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

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Learning support lessons are integrated fully within the curriculum, in order to aid learning and the acquisition of skills in all subject areas that involve literacy and numeracy.

In practical terms, support is provided primarily by internal staff, with some support provided by external professionals. Pupils with significant learning difficulties or disabilities are provided with individual plans. Children with an Educational Health Care Plan will follow an educational and welfare programme of support devised by the Learning Support department in conjunction with outside agencies. Support lessons are provided within the academic timetable. The need and allocation of support lessons for each pupil are regularly reviewed.

It is understood that every teacher at Amesbury is a teacher of every pupil at Amesbury including those with SEND.

Monitoring and Reporting

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.

Further termly standardised assessments are carried out in English and Maths and pupil progress is tracked.

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 an online parents meeting.

Vision

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.

Our cause, 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.