EHTM

Girls' School

Curriculum Policy

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Introduction

This policy lays the foundations for the **whole** curriculum and provides the context for interpreting all subject-specific policies. It outlines our approach to delivering broad and balanced curriculum that meets the requirements of the Early Years Foundation Stage (EYFS), National Curriculum (2014), Common Entrance at 11+, and preparation for examinations and scholarships to Independent Senior Schools.

The policy includes the range of extra-curricular activities organised by the school to enrich the experience of the children, as well as the 'hidden curriculum', the lessons children learn from our expectations, interactions, and daily routines.

Philosophy

Our curriculum is underpinned by the school ethos:

We are a warm and welcoming family of schools that embody traditional values with a modern perspective. We provide a safe, caring and inspirational learning environment that enables every child to flourish academically, culturally and behaviourally. We are ambitious for every child and take an individual approach to support growth, wellbeing, and the whole child's development. We embrace our community of pupils, parents and staff with a sense of belonging and shared purpose.

We create a culture that promotes a love of learning and builds the foundations for lifelong learners through a caring, happy, safe, supportive and stimulating environment.

Our aims are to:

- Provide a broad and diverse education that encourages pupils to fulfil their potential in all academic, cultural, social, creative and sporting pursuits;
- Cultivate the right blend of social skills and confidence in our pupils, nurturing independent thinkers who are kind, self-assured and respectful;
- Support whole-child development through a values framework, enabling the girls to develop a sophisticated understanding of themselves and the world around them, combined with a compassionate, empathetic character;
- And create a vibrant, inclusive community where pupils, parents and staff enjoy feel connected and valued, embracing every day an opportunity to learn and be our best.

Values

Defining our core beliefs, guiding our decision-making, and demonstrating what our school is at its best are our values. These overarching principles steer the school in everything it does:

- We are curious and brave
- We act with kindness and respect
- We seek adventure and have fun
- We value ourselves and each other
- We are determined and bounce back

Teachers work towards the school's aims by:

- Providing an inclusive, challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- Promoting a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Teaching children the basic skills of literacy, numeracy and information and communication technology (computing);
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- Ensuring that the learning objective is clearly communicated to the children, or devised with them on the basis of their prior knowledge;
- Using a multi-sensory approach to accommodate different learning styles, where appropriate;
- Ensuring that learning is progressive and continuous;
- Creating and sustaining pupils' interest and motivation through high but attainable challenges;
- Incorporating regular feedback to pupils through thoughtful marking and discussion with pupils;
- Providing opportunities for children to interact and learn from one another;
- Enabling children to be creative and to develop their own thinking;
- Teaching children about the developing world, including how their environment and society have changed over time;
- Enabling children to be positive citizens who are a force for good;
- Teaching children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- Helping children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

- Enabling children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- Encouraging pupils to demonstrate independence and autonomy;
- Encouraging the pupils to take increasing responsibility as they progress through the school;
- Being good role models – punctual, well prepared and organised;
- Fulfilling all the requirements of the national curriculum (2014), common entrance and the individual requirements of independent senior schools;
- Having a positive attitude to change and the development of their own expertise;
- And making reference to the school ethos and other policy documents.

Pupils work towards the school's aims by:

- Taking advantage of all the opportunities the school offers – academic, spiritual, sporting, cultural and extra-curricular;
- Responding to the challenge of the tasks set and always giving their best;
- Becoming increasingly responsible for their own learning;
- Seeking guidance from teachers if in doubt;
- Being punctual and ready to start lessons on time;
- Being organised – having all the necessary kit and equipment;
- Conducting themselves in accordance with the school rules;
- And being responsible members of a school community that values each individual.

Parents work towards the school's aims by:

- Being realistic about their children's abilities and offering encouragement and praise;
- Providing support for staff and discipline within the school, avoiding term-time holidays;
- Taking part in discussions about their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Giving due importance to homework and supporting the ethos of the school as may be appropriate;
- Ensuring that children arrive at school punctually;
- And supporting relevant school events.

Equal Opportunities and Inclusion

At EHTM we value cultural diversity. All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ability, ethnicity and social circumstances, have

access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum while in our school.

Children with Special Educational Needs:

Learning Support aims to meet each child's individual needs following the guidelines of the Revised SEND Code of Practice (2015), Equality Act (2010) and Children and Families Act (2014).

If a child displays signs of having special educational needs and/or disabilities, then her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs within normal class organisation. If necessary, the child will be referred to the SENDCo/Head of Learning Support. Through detailed assessment, we identify at the earliest opportunity any child who may have special educational needs and provide intervention to match the pupil's level of need. Specialist intervention is provided where there is an identified specific learning difficulty and/or disability and there is a mismatch between a child's potential ability and their current performance. We always provide additional resources and support for children with special educational needs.

The school provides Learning Support Targets/IEPs for each of the children who have special educational needs. This sets out the nature of the special need, and outlines how the school will aim to address it. The Learning Support Targets also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

All staff are made aware of each child's needs so that their needs may be met in all school settings. 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.

Some children in the school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the Disability Discrimination Act Code of Practice for schools 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Organisation and Planning

Subject Coordinators review Long Term Plans (LTPs) and create Action Plans for their subjects. The LTPs are based on the EYFS, National Curriculum (2014), 11+ Common Entrance Curriculum (in Maths, English and Science) and the Independent Curriculum.

Our Medium Term Plans (Schemes of Work) are based on the syllabus for each subject (LTPs). These are reviewed and updated termly.

The curriculum is organised in three phases:

Early Years Foundation Stage

The curriculum that we teach in the Kindergarten class meets the requirements set out in the EYFS Framework 2021, and the guidance produced in 2008 and 2013. Our curriculum planning focuses on the Development Matters and Early Learning Goals, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the Kindergarten (Reception) class builds on the experiences of the children in their pre-school learning. A large number of the girls come up from our own nursery, and we have built positive relationships with local nurseries in the area.

Each term in the Kindergarten class the teachers will assess the skills and development of each child, and record this in their Learning profile on Arc Pathway.

We understand all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about how the children are being taught, and how well each child is progressing.

Specialist teaching is introduced for French, PE/Games, Music and Ballet.

Key Stage 1 and 2 (Forms 1 to 6)

- In Key Stage 1 and 2 pupils are primarily taught by their Form teacher, with subject specialists for Science (KS2), Critical Thinking (KS2), Art/DT (KS2), French (KS1&2), Music (KS1&2), P.E. (KS1&2), Games (KS1&2), Ballet (KS1&2), Swimming (KG-F3), Computing (Upper KS2) and Dance (F4-6).
- Girls are prepared for 11+ examinations for Senior School entry, and scholarships according to their individual requirements and abilities.
- All pupils have access to Learning Support, and those with identified needs, are supported in class or may be withdrawn for extra help as appropriate, to accommodate full inclusion at a later date. The SENDCo/Head of Learning Support will liaise with teaching staff to ensure appropriate provision in lessons, revision and examinations.

- Individual subject LTPs and curriculum documentation provide specific details on content, teaching strategies etc.

Balance of Subjects

- Girls in the EYFS, KS1 and Form 3 have nine 30-minute periods a day, 45 a week.
- Girls in Forms 4, 5 and 6 have ten 30-minute periods a day, 50 in a week.
- The timetables show certain lessons by different names – for example, English may be titled: English, Literacy, Composition, Comprehension, Phonics, Spelling, Reading or Handwriting
- The numbers in the table below refer to the number of 30-minute sessions a week.

Subject	**KG (Reception)** 2 classes	**Form 1** 2 classes	**Form 2** 2 classes	**Form 3** 2 classes	**Form 4** 2 classes	**Form 5** 2 classes	**Form 6** 2 classes
English (including phonics, reading, handwriting)	14	13	12	10	9	9	10
Maths	8	10	10	12	10	11	10
Science	2	2	2	2	4	4	6 or 4
Computing	2	2	2	2	2	2	2
History	Topic 2	Topic 2	2	2	2	2	Humanities 2
Geography			2	2	2	2	
TPR	1	1	1	1	1	1	1
French	1	1	1	1	2	2	2
Art/DT	2	2	2	2	2	2	2
Music	3	3	2	2	2	2	2
Ballet	1	1	1	1	optional	optional	optional
PE/Games/ Swimming/Dance	7	6	5	7	7	7	7
PSHE	1	1	1	1	1	1	1
Drama	1	1	1	1	1	1	0 or 1
Reasoning	0	0	1	1	2	2	3 or 1
Critical Thinking/Current Affairs	0	0	0	2	2	2	2

The Role of the Subject Coordinator

The role of the Subject Coordinator is to:

- provide a strategic lead and direction;
- support colleagues with planning and delivery;
- monitor pupils' progress and curriculum coverage;
- and manage resources efficiently.

It is the role of each Subject Coordinator to keep up to date with developments in their subject, at both national and local level. They review the school's teaching of the subject and plan for improvement. This development planning links to the school's aims. Each Subject Coordinator reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work/MTPs. (Note: Each Subject Coordinator has a more detailed list of responsibilities.)

ICT

All classrooms have interactive whiteboards which are used regularly in all curriculum areas. In addition, there are two banks of laptops available to pupils.

All forms have one hour of Computing lessons per week in the ICT room and the room is available for all forms to use for other lessons during the week.

Library

The School Library has a good range of fiction and non-fiction books, which may be read for pleasure or used for research. The children are encouraged to borrow books regularly.

Assessment, Recording and Reporting

Please see separate policy.

Celebrating Achievement

Achievement is celebrated in display and performance:

- School events, such as concerts, drama, exhibitions and sports, which are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance.
- Particular effort is rewarded by the use of House points, Good Shows, Courtesy and Merit Stickers and shared with others in assemblies.
- Children's work is displayed in the classroom and on the class boards. Some work is also selected to be in the School Magazine.

Display

Displays form a vital resource that allows us to expand our pupils' learning experience and to promote an imaginative and creative environment for them within school.

Health and Safety

There is a separate Health and Safety Policy. Staff must ensure that children in their charge are not exposed to unnecessary risk. This includes times between lessons, games, extra-curricular activities and offsite activities, such as field trips, as well as in the more formal learning environment of the classroom.

Staff inform the Headmistress on any occasion when they notice broken, damaged, unclean, non-functioning, or unsafe property inside or outside of the school buildings. The Headmistress will then communicate this to the Site Manager.

Dangerous Equipment: If staff find themselves working with equipment which is unsafe or dangerous, they must stop using it immediately, ensure that no-one else uses it by labelling it as unsafe/putting it into storage etc. and reporting it to the Compliance Manager.

Risk Assessment: Before any off-site activity can take place, a risk assessment is carried out.

Year Transfer

Form teachers in one year may well have had informal liaison with teachers in the following year at various times in the school year concerning the year, one class or a particular child or children.

Formal liaison between class teachers takes place towards the end of the school year when reports have been written and individual records are up to date. Such meetings will not be timetabled, taking place at a mutually convenient time, but always before the last day of the Summer Term. During the meeting, details of individual pupils' progress and needs will be transferred in the form of verbal comments and written information. A checklist of data and documents to be transferred can be found on the transfer record sheet.

It is the responsibility of individual class teachers to ensure that all transfer documentation is prepared and collected for transfer at a given meeting, and that the class files are fully up to date by the end of the school year.

Cross School Transfer

When a child transfers from Eaton House the Manor Girls' School to another school, the parents are asked to provide us with the address of the next school. The parents should ensure that they give this school full details of Eaton House the Manor's address and telephone number in order that their child's records may be transferred quickly and efficiently.

As soon as the child's class teacher knows that the child is leaving, it is necessary to fully update the child's Academic Tracker. Where necessary, the records should be given to the Headmistress to sign, and then all the documentation should be given to the school secretary who will forward it to the child's next school if requested. Otherwise, these records are kept by the school. Class teachers may also wish to send a sample of the child's exercise books to the next school, or alternatively give them to the child to keep.

Transfer at 11+

Girls are prepared for 11+ Common Entrance, examinations and scholarships to Senior Schools. This process is overseen by the Headmistress and the Form 5 and 6 teachers.

Careers Guidance

We Girls are given the opportunity to discuss their future schools and career plans in the Summer Term of Form 6. A series of short talks from parents with different professions will enable the girls to gain some insight into the different career paths.

Monitoring and Review

This is undertaken by the Head, the Deputy and the Assistance Head (Teaching, Learning & Staff Development). The School Curriculum implementation is their responsibility. This responsibility is shared with the Subject Coordinators, who monitor Long and Medium-Term Plans on a termly basis and ensure that all lessons have appropriate learning objectives and content. The Head monitors policies.

This policy will be reviewed every year or as necessary.