



WALTHAMSTOW HALL
SEVENOAKS

CURRICULUM POLICY

Includes the Early Years Foundation Stage

[This policy forms one of a suite of policies at Walthamstow Hall for safeguarding children]

This policy outlines all matters relating to the curriculum at Walthamstow Hall, all supported by appropriate plans and schemes of work (available on the school website).

The School provides education:

- which is full-time supervised education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- where subject-matter is appropriate for the ages, aptitudes and needs of pupils, including those pupils with an EHC Plan (Education, Health and Care)
- whereby pupils acquire speaking, listening, literacy and numeracy skills
- where lessons are in written or spoken English where the principal language of instruction is a language other than English
- where personal, social, health and economic education reflects the school's aims and ethos. This includes an emphasis on community cohesion. It also encourages respect for other people, paying particular regards to the protected characteristics set out in the Equality Act 2010. (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)
- where –for pupils receiving secondary education – access to accurate, up-to-date careers guidance is provided which is:
 - presented in an impartial manner
 - enables pupils to make informed choices about a broad range of career options
 - helps to encourage them to fulfil their potential
- where there is an appropriate programme of enterprise education
- where pupils below compulsory school age have a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- whereby pupils above compulsory school age have a programme of activities which is appropriate to their needs
- whereby all pupils have the opportunity to learn and make progress
- where there is effective preparation for the opportunities, responsibilities and experiences of life in British society.
- where religious education is provided for all pupils.

Specifically, the School aims to:

- Ensure that pupils develop the essential literacy and numeracy skills
- Provide pupils with a full and rounded entitlement to learning
- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making
- Promote a healthy lifestyle
- Actively promote community cohesion and fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Inspire pupils to a commitment to learning which will last a lifetime
- Develop the study skills which pupils need for independent learning
- Promote highest standards in all learning and teaching
- Ensure that all pupils have the opportunity to learn and make maximum progress.

The curriculum is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Pupils are expected to acquire skills in speaking and listening, literacy and numeracy.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless an individual's age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Disability/Inclusion

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan, which is available to parents on the school website.

Differentiation

A variety of teaching and learning methods and materials are used to suit pupils' different needs.

Religious Education

Religious education, which includes the study of the Christian faith, (as well as other major world religions), is available to all pupils. Parents have a right to withdraw their children from religious education.

Collective Worship

The School has a programme of collective worship involving whole-school prayers. (See also Collective Worship policy, available on the school website)

Sex Education

The School provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the School's sex education policy is available to parents on the school website. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political Education

Political issues are introduced in a number of courses and are presented in a balanced manner. (See also Guidelines on Teaching Political Issues, available on the school website)

Community Cohesion

By community cohesion, the government means through its curriculum the school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Active promotion of fundamental British values

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in a multiplicity of ways throughout the school, for example, in the PSHEE programme, School Council, leadership elections, Prayers (Assembly) and within subject areas. Departmental handbooks outline the role played by individual departments in the active promotion of fundamental British values.

PE and Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the School.

Special Educational Needs

The School is committed to providing for the special educational needs of its pupils whatever their specific identified learning difficulties or talents and gifts might be. English as an additional language can be provided if necessary, although girls with other languages as their first language are usually fluent in English as well. The school will determine the appropriate courses in consultation with the parents.

Homework

The school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework:

Years 7 & 8	60 to 90 minutes per day
Year 9	1½ to 2 hours per day
Years 10 & 11	1½ to 2 hours per day
Years 12 & 13	15 to 18 hours per week

Extra-curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. Pupils are encouraged to take part in the programme.

Activities in the Senior School include:

- Team games at all levels in the school: lacrosse, netball, rounders, swimming, tennis, badminton
- Other sports: athletics, elite gymnastics, fencing, fitness training, football, hockey, judo, squash, tag rugby, volleyball, ultimate frisbee
- Music activities: chamber choir, Senior Choir, chamber group, flute choir, orchestra, recorder group, wind band, junior strings, Vivaldi strings, music theory, individual music lessons in a wide range of instruments, informal and formal music concerts throughout the year.
- Drama: individual drama lessons, Guildhall Productions, Lower School Productions, Whole School Productions
- Duke of Edinburgh Award scheme at bronze, silver and gold levels.
- Sixth Form: Target 2.0 Bank of England Challenge, Student Investor Competition, Voluntary Service, Young Enterprise, Sixth Form & Staff Reading Group.
- Clubs and Societies: Christian Union, Amnesty International, Computer Club, Junior Science Club, German Club, Indoor Games/Film Club, Geography Club, Bookworm Club, Art Club, DT Club.
- Learning Support Workshop and Maths Workshop.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance in the Senior School with the pupil's Tutor, the pastoral Heads and/or the Director of Studies or in the Junior School with her Form Teacher, the Director of Studies or the Head. If the issue is not resolved parents should make an official complaint in writing to the Headmistress.

The school has a Complaints Procedure in place, which is available on the school website. It is also provided to all new parents.

Monitoring and Review

This policy will be monitored by the Head of the Junior School and the Deputy Heads and Directors of Studies of Junior and Senior Schools, who will report to the Headmistress on its implementation on a regular basis.

The Headmistress will report to the Governing Body on the progress of the policy and will recommend any changes.

SENIOR SCHOOL

Curriculum Outlines can be viewed by visiting the school website at www.walthamstow-hall.co.uk

SUBJECTS OFFERED:

Years 7, 8, 9

All pupils take the following subjects for the Years 7, 8 and 9:

English, Mathematics, Religious Studies, French, Biology, Chemistry, Physics, Computer Science, History, Geography, Music, Drama, PE, Art.

The following subjects are studied by all the pupils at some time during this stage: Food and Nutrition, Creative Textiles, Music Technology, Design Technology (DT).

There is also a choice between Spanish and German in Years 8 and 9. Latin is studied by all pupils in Year 7. In Year 8 there is a choice of either Latin or DT and in Year 9 Latin, Textiles, 3D Design or PE Theory.

Years 10, 11

All pupils take the following subjects for the Years 10 and 11:

English Language (IGCSE), English Literature (IGCSE), Mathematics (IGCSE), Religious Studies, a Modern Foreign Language (IGCSE: French or German or Spanish), PE. Science is also compulsory and all girls take IGCSE for their science options: Double Award Science as two IGCSEs or three separate sciences: Biology, Chemistry and Physics that lead to 3 IGCSEs.

Options are chosen from the following subjects:

Fine Art, Textiles, 3D Design, Drama, French (IGCSE), Geography, German (IGCSE), History (IGCSE), Computer Science (IGCSE), Latin (IGCSE), Music (IGCSE), Physical Education and Spanish (IGCSE). An Additional Maths FSMQ (Free Standing Mathematics Qualification) is also offered to meet the needs of students who wish to continue the study of Mathematics beyond GCSE.

Twilight Art, Latin and Ancient Greek are also available as GCSE options.

Post-16: Sixth Form (Y12 & Y13)

A-Level subjects are chosen from the following subjects:

Biology, Business, Chemistry, Classical Civilisation, Fine Art, French, Further Mathematics, Geography, German, Government and Politics, Computer Science, 3D Design, Latin, Music, Physical Education, Physics, Religious Studies, Sociology, Spanish, Textile Design and Theatre Studies.

If sufficient girls show interest, and following consultation between the school and parents, Ancient Greek may be offered.

Girls can also study for the Extended Project Qualification (EPQ) as one of their options. This is mostly studied during Y12, with the project submitted during the Autumn Term of Y13.

Following the government's A-level reforms, very few pupils now take an AS examination in Y12.

Linear Pre-U subjects can be chosen from the following subjects:
Economics, Music and Philosophy & Theology

OPTION SYSTEM:

Year 7

All subjects are compulsory.

Year 8

A choice must be made between Spanish and German. A choice must also be made between Latin and Design Technology.

Year 9

Spanish or German continues.

A choice must be made between Latin, Art Textiles, 3D Design or PE Theory.

Year 10

A choice must be made between the three Modern Foreign Languages that are offered: French or German or Spanish.

A choice must be made between Double Award Science (2 IGCSEs) and three separate sciences: IGCSE Biology, IGCSE Chemistry and IGCSE Physics (3 IGCSEs).

If Double Award Science is chosen then 3 further subjects are taken from the options list.

If three separate sciences are chosen then 2 further subjects are taken from the options list.

Option list:

History, Geography, Latin, French, German, Spanish, Music, Drama, Computer Science, Fine Art, Textiles, 3D Design, PE.

If not taking the full course, GCSE PE (short course) is taken by some girls as an extra subject in Year 10 or Year 11.

In addition, twilight Art and Latin may be chosen as GCSE subjects. Ancient Greek GCSE is also offered as a twilight option to gifted pupils.

An Additional Maths FSMQ (Free Standing Mathematics Qualification) is also offered to meet the needs of Year 11 students who wish to continue the study of Mathematics beyond GCSE.

All girls take GCSE Religious Studies (short course) at the end of Year 10.

Sixth Form

Entry to the Sixth Form is open to girls who achieve at least 7 GCSE/IGCSE subjects at grades A* - B and also as long as they meet the criteria set out in the Sixth Form options book for individual subjects of their choice. Girls are assessed by GCSE/IGCSE grades, interview and current Head's report.

PSHEE (SEE PASTORAL CARE POLICY)

All girls have one PSHEE lesson per week. It is based on a comprehensive programme of study and as well as personal, social, health and citizenship education includes learning about; study skills, research skills, library induction, e-safety and the work of magistrates.

In the Sixth Form, a varied Lecture programme, delivered by high profile external speakers, is included as part of the overall PSHEE programme.

JUNIOR SCHOOL

Curriculum Outlines for term-by-term work can be read in the relevant Curriculum Booklets that are sent to all parents and included on Firefly in the Autumn Term.

SUBJECTS OFFERED:

Early Years Foundation Stage (Nursery and Reception)

Walthamstow Hall was granted exemption from the Teaching and Learning requirements of the EYFS curriculum by the Department of Education in April 2014. We have tailored the Early Years Curriculum to meet the needs of the pupils at Walthamstow Hall Junior School and introduced a Creative Curriculum in September 2018.

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We follow the four guiding principles that shape practice in early years settings (Nursery and Reception). These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates**. This covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

The seven areas of learning and development that the girls are immersed in with the EYFS (Nursery and Reception) are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. French is also taught in the Early Years (Nursery and Reception).

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Swimming is also taught in Early Years (Nursery and Reception).
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Literacy is taught through the Read Write Inc phonics programme in the Early Years (Nursery and Reception).
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Music and PE are taught by specialist teachers in Early Years. Ballet is also taught by a specialist teacher from Early Years (Nursery and Reception). Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play, both indoor and out, is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. The balance will lead to more adult led activities in preparation for Year 1.

Walthamstow Hall Outdoor Play Policy

Rationale:

Girls should enjoy stimulating and energetic activities both indoors and out and the feeling of well-being and autonomy that it brings. The outdoor play areas, including the Dell, the Sensory Garden and the Adventure Playground, will aim to provide a multi-sensory learning environment, catering for individual learning styles. It will offer girls the chance to experiment with problem solving activities, collaborative tasks and child initiated learning opportunities. The spaces we have here at the Junior School will complement and enhance all aspects of the girls' development and the Early Years Foundation Stage Curriculum.

Aims:

The EYFS Effective Practice document highlights the importance of the need for outdoor learning space and clearly holds it in the same importance as a classroom. Therefore, outdoor provision is an essential part of the girl's daily environment and

life to be enjoyed in the outdoor space attached to the Early Years classrooms (Nursery and Reception), the Dell, the Sensory Garden, the Adventure Playground, playground, Tennis courts, lawn and the space we have here on site.

Implementation:

In order for this policy to be successfully implemented with WHJS, all staff working within the EYFS will:

- Provide resources that allow children to self-select
- Present resources in a stimulating and attractive fashion
- Provide resources that complement all seven areas of learning within the EYFS
- Dress children appropriately for weather conditions
- Extend and interact with children to develop and nurture learning and thinking.
- Be positive role models for expected behaviour and expectations of play outdoors.
- Ensure the area is safe and secure, adhering to Health and Safety Policy and the Risk Assessments in place
- Raise parental awareness of the educational benefits of outdoor play
- Endeavour to provide outdoor activity every day.
- Plain in a responsive and progressive manner to ensure a seamless continuation between indoor and outdoor learning spaces
- Use the areas to make relevant observation of the girls, as individuals, to inform planning.

Years 1 and 2

All pupils take: English(Read, Write Inc phonics programme and independent reading and writing activities) ,, Mathematics, Science, Geography, History, French, Religious Studies, Computing, Music, Art/Design and Technology, Drama, Physical Education (swimming, gymnastics and outdoor games), Ballet, PSHEE and Touch Typing.

Years 3 - 6

All pupils take: English, Mathematics, Science, French, Computing, Geography, History, Religious Studies, Music, Art / Design and Technology, Drama, Physical Education (swimming, gymnastics, and outdoor games) and PSHEE. Year 6 also take a weekly Study Skills lesson.

STUDY SKILLS

Study Skills lessons are introduced to the curriculum in Year 5 and Year 6. In these lessons the girls consider their preferred learning styles, how they as an individual learn best and independent thinking and reasoning skills. This helps them devise strategies for homework, revision and examination preparation. We believe this to be an excellent foundation on which to build for both their current and future senior school studies.

Further information regarding curriculum subjects from Reception to Year 6 can be found in each year group curriculum booklet which is sent out to parents in the Autumn Term of each academic year.

HOMEWORK

Early Years (Reception)

The children are introduced gradually to homework through reading homework and a word bag. They are encouraged to share stories, books and word games with their parents as appropriate.

Year 1

The children have Reading to complete every evening with Mathematics and Spellings at the weekend.

Year 2

The children are given daily reading homework and twice weekly English and/or Mathematics homework (or occasionally other subjects); they also have weekly spellings to learn.

Year 3 20 minutes per evening

Year 4 30 minutes per evening

Year 5 Eight 30-minute homework's a week

Year 6 One hour per evening (2 subjects x 30 minutes each)

CO-CURRICULAR ACTIVITIES

There is a wide range of cultural and sporting activities that take place outside the formal curriculum including over 60 different clubs/activities.

Activities in the Junior School include:

- Team games at all levels from Year 3 upwards: Netball, Swimming, Tennis, Rounders, Football.
- Other sports: Elite Swimming, Taekwon-Do, Athletics, Elite Gymnastics, , Table Tennis.
- Music Activities: Cantores, Flute Choir, Junior Choir, Recorder Group, String Group, Wind Band, individual Music lessons in a wide range of instruments, Musical Teas and formal Music concerts throughout the year.
- Guildhall Drama, EYFS (Nursery and Reception) Christingle / Nativity, Pre-Prep (Year 1 and Year 2) Christmas production, Prep (Year 3 and Year 4) Easter production and Year 6 Summer production.

This policy has regard to the guidance issued by the Secretary of State.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.

Revised June 2018
Next Review Date Feb 2020

Signed: Date:

Mrs J Adams
Chair of Governors