



WALTHAMSTOW HALL
SEVENOAKS

CURRICULUM POLICY

Includes the Early Years Foundation Stage (EYFS)

[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 (PHSEE) reflects the School's aims and ethos. This includes an emphasis on community cohesion. It also encourages respect for other people, paying particular regard 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 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
 - looks forward to careers that do not yet exist.
 - 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, and British values are affirmed.
- 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, in line with our Equality Policy.

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 and relationship 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 that 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 (PE) 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 abilities might be. English as an additional language can be provided if necessary, although pupils 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:

Year 1:	Weekly varied homework of up to 20 minutes plus Spellings and Times Tables.
Year 2:	Weekly varied homework of up to 20 minutes plus Spellings and Times Tables.
Year 3 & 4:	Up to 30 minutes per day, to include Meanings and Times Tables.
Years 5 & 6:	30 minutes to an hour per day, to include Meanings and Times Tables.
Years 7:	30 minutes to an hour per day.
Year 8:	An average of an hour per day.
Year 9:	An hour to 90 minutes per day.
Years 10 & 11:	90 minutes to two hours per day.
Years 12 & 13:	15 to 18 hours per week.

Co-curricular Activities

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

Activities include:

- Team activities at all levels in the School: lacrosse, netball, swimming, rounders, cricket, tennis, badminton.
- Other sports/activities: athletics, indoor athletics, football, gymnastics, fitness training, football, hockey, judo, squash, tag rugby, volleyball, ultimate Frisbee, dance, cross country running, trampolining, dance, taekwondo, curling.
- Music: choirs, flute ensembles, recorder ensembles, wind ensembles, string ensembles, orchestra, 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, Junior School, Lower School and Whole School Productions.
- Duke of Edinburgh Award scheme at bronze, silver and gold levels.
- Sixth Form: Voluntary Service, Enterprise Club, Institute of Economic Affairs Budget Challenge, Sixth Form & Staff Reading Group
- Clubs and Societies: in a range of areas which change termly but are designed to promote a balance of academic, exploratory and wellbeing activities.
- 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 or member of the Senior Management. 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 members of the Senior Management at the Junior School and Senior School, 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.

JUNIOR SCHOOL

Curriculum outlines can be read in the Curriculum Booklets on Firefly.

SUBJECTS OFFERED:

Early Years Foundation Stage

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. 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 pupils are immersed in with the EYFS 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.
- **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 2.
- **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.
- **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 pupils 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. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and pupil-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:

Pupils 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 aim to provide a multi-sensory learning environment, catering for individual learning styles. They offer pupils the chance to experiment with problem solving activities, collaborative tasks and child-initiated learning opportunities. The spaces at the Junior School complement and enhance all aspects of the pupils' development and curriculum learning.

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 pupil's daily environment and life to be enjoyed in the outdoor space attached to the Early Years classrooms.

Implementation:

Staff working within the EYFS:

- Provide resources that allow pupils to self-select.
- Present resources in a stimulating and attractive fashion.
- Provide resources that complement all seven areas of learning within the EYFS.
- Dress pupils appropriately for weather conditions.
- Extend and interact with pupils to develop and nurture learning and thinking.
- Are 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.
- Plan 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 pupils, as individuals, to inform planning.

Years 1 – 2

All pupils take: English (Read, Write Inc. Phonics or Language and Literacy and independent reading and writing activities), Mathematics, Science, World Studies, French, Religious Studies, Computing, Music, Art/Design and Technology, Physical Education (swimming, gymnastics and outdoor games), Ballet and PSHEE.

Years 3 – 6

All pupils take: English, Mathematics, Science, Modern Foreign Languages, Computing, World Studies, Religious Studies, Music, Art / Design and Technology, Leaps & Bounds, Physical Education (swimming, gymnastics, and outdoor games), PSHEE and Touch Typing.

SENIOR SCHOOL

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

SUBJECTS OFFERED:

All pupils follow a broad and balanced curriculum.

Year 7 pupils currently study English, Mathematics, French, Latin, History, Geography, Religious Studies, Biology, Physics, Chemistry, Art, Music, Drama, PE, Swimming, Three-Dimensional Design, Computing and Food Preparation & Nutrition. The pupils also receive a lesson each week titled Q that includes many aspects in developing transferrable skills to support their learning in all subjects.

In **Year 8** pupils opt to study a second modern foreign language – either German or Spanish. They also choose one of Food Preparation & Nutrition or Three-Dimensional Design and one of Latin or Classical Civilisation.

In **Year 9** pupils are able to choose whether to continue with one or two modern foreign languages. For those continuing with two, they may also opt to study one of Classical Civilisation, Food Preparation & Nutrition, Latin, PE Theory & Leadership, Textiles or Three-Dimensional Design. For those continuing with one modern foreign language, they may opt to study three from Classical Civilisation, Food Preparation & Nutrition, Latin, PE Theory & Leadership, Textiles or Three-Dimensional Design. Pupils make their choices for I/GCSE subjects in the middle of Year 9.

In **Years 10 and 11** all pupils take the following GCSE/IGCSE courses: English Language, English Literature, a Modern Foreign Language (French, Spanish or German), Mathematics, Religious Studies and either 3 Separate Sciences **or** Double Award Science. They also study up to three from:

- Art & Design: Fine Art
- Art & Design: Textile Design
- Art & Design: Three-Dimensional Design
- Classical Civilisation
- Computer Science
- Drama
- Food Preparation & Nutrition
- Geography
- History
- Latin
- Music
- Physical Education
- A second Modern Foreign Language

In addition to these choices, and subject to their other commitments, pupils may currently opt to study for a Free Standing Maths Qualification (FSMQ) or for a GCSE in Latin or Ancient Greek as a Twilight option, following consultation with the Director of Studies.

This curriculum leads to most pupils gaining ten GCSE/IGCSE qualifications. One of these will be the 'short course' Religious Studies GCSE qualification, and the other nine will be 'full' GCSEs.

Year 10 also receive lesson each week titled Q where the focus is helping pupils to become successful independent learners by understanding how they best learn.

Post-16: Sixth Form (Y12 & Y13)

Entry to the Sixth Form is open to students who achieve at least 7 GCSE/IGCSE subjects at grades 9-6 and also as long as they meet the criteria set out in the Sixth Form Subject Choices and Curriculum booklet for individual subjects of their choice. Students are assessed by GCSE/IGCSE grades, interview and current Head's report.

The Sixth Form timetable is created around student subject choices. A Level and Cambridge Pre-U* subjects are chosen from the following list:

- Art & Design: Fine Art
- Art & Design: Photography (available from September 2021)
- Art & Design: Textile Design
- Art & Design: Three-Dimensional Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Drama and Theatre
- Economics
- English Literature
- Extended Project Qualification (EPQ)
- French
- Geography
- German
- History
- Latin
- Mathematics
- Further Mathematics
- Music*
- Physical Education
- Physics
- Politics
- Religious Studies
- Sociology
- Spanish

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

The Extended Project Qualification (EPQ) is completed in Year 12.

Year 12 also receive lesson each week titled Q and the focus is around confidence, compassion and courage, and how to manage their own happiness and well-being.

Following the Government's A Level reforms, very few pupils now take an AS examination in Y12.

Personal, Social, Health & Economic Education (PSHEE) - SEE PASTORAL CARE POLICY

All pupils 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.

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 Feb 2021
Next Review Date Feb 2022

Signed: Date:

Mrs J Adams
Chairman of the Governing Body