



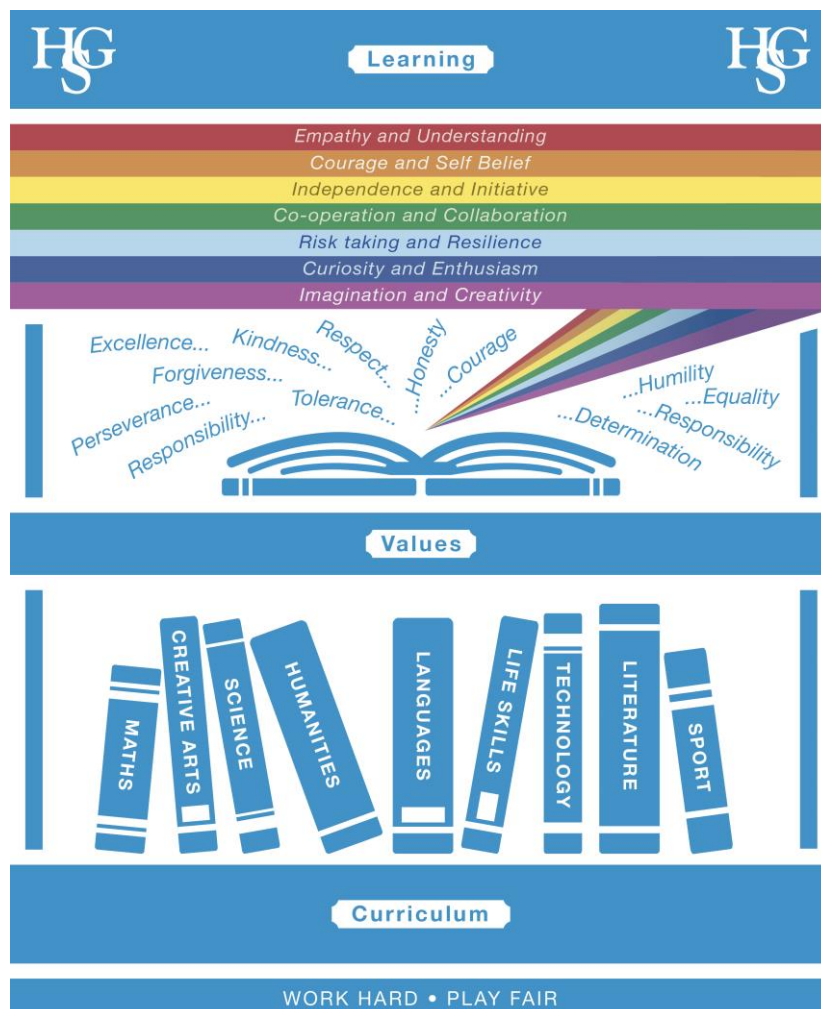
Holme Grange School

Including the Early Years Foundation Stage (Little Grange and Reception Classes)

Curriculum Policy

The function of education is to teach one to think intensively and to think critically.
Intelligence plus character - that is the goal of true education.

Martin Luther King, Jr.



Holme Grange School

This policy relates to the whole school including the Early Years Foundation Stage.

Holme Grange School aims to:

- Provide opportunities for the pupils to be taught so that they may in time become active, moral, fulfilled, confident and happy citizens prepared for the challenges of the twenty-first century.
- Encourage pupils to have high expectations of themselves and thus *do their best to be their best self*, to achieve the best they can.
- Encourage pupils to become resilient, reflective and resourceful learners.
- Inspire independence, confidence and well-being in our pupils, delivering a creative experience, developing sporting prowess and aspiring to academic excellence.
- Create a positive learning environment, tailored to nurture the potential in every child, valuing difference, inspiring excellence and encouraging a belief in themselves.
- Maintain high academic standards but also encourage pupils to make the most of all the opportunities open to them in other areas of school life.

Aim

Our aim is to fulfil the potential of each child in our care.

Introduction

At Holme Grange we provide full-time, supervised education for pupils from age 3 to 16, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, personal, moral, economic and health education which reflects our aims and ethos, and aesthetic and creative education.

Teachers are alert for and source opportunities to engage, reinforce, illustrate and practise the 'Holme Grange Learning Habits' which serve as guiding principles to promote successful lifelong learning.

The Holme Grange Learning Habits are explicit in our methods, across the School:

- Empathy and Understanding
- Courage and Self Belief
- Independence and Initiative
- Co-operation and Collaboration
- Risk Taking and Resilience
- Curiosity and Enthusiasm
- Imagination and Creativity

We want our pupils to be confident, independent, creative, discerning and articulate and we aspire to achieve this through a combination of inspirational, fun and engaging learning activities, the promotion of high expectations, and the emphasis upon self-reflection, assessment and evaluation. Believing in the importance of identifying the individual needs, skills and potential of every child we differentiate in our delivery of the curriculum, beginning where the child is and moving him/her on at a pace appropriate to his/her learning style and abilities, encouraging him/her to work hard to reach his/her potential.

We strive to achieve best practice at all times in the way we plan, deliver and evaluate our curriculum, so that we can:

Meet the individual needs and recognise the individual potential of all our pupils

Build confident, independent, discerning and creative learners with a good sense of moral purpose

Challenge children's reasoning

Broaden children's understanding

Stimulate their curiosity and preserve their sense of awe and wonder

Encourage creativity

Enable each child to recognise their own self-worth and that of others.

Embrace a community where diversity is valued and tolerance and empathy encouraged, respect for others and good manners are considered to be essential.

Teaching at Holme Grange:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- Fosters in pupils self-motivation, the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- Provides well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils and ensures that these are taken into account in the planning of lessons;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effectively classroom resources of a good quality, quantity and range;
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;
- Utilises effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- Promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Does not discriminate against pupils contrary to the Equality Act, that is, on the basis of the protected characteristics;

Holme Grange School has in place a framework for the evaluation of pupils' performance, by reference to our own aims, as provided to parents, subject specific criteria, and to national norms. (See Assessment Policy and departmental policies for details)

Early Years Foundation Stage (EYFS) – Little Grange and Reception

The Holme Grange curriculum in the Little Grange and Reception phases is based on the revised Early Years Foundation Stage Statutory Framework (September 2012). This focuses on the seven areas of learning covered by the early learning goals:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

The Outdoor Area in the Early Years

The Outdoor Area plays a vital role in the Early Years Curriculum. The children have open access to the outdoor area throughout the day with a suitable adult to child ratio. The children access water, sand, paint, bikes and scooters among many other practical and creative activities. Through all of the Outdoor Area activities, the Reception and Little Grange children are developing skills in the different areas of the EYFS curriculum.

Forest School is a learning opportunity that inspires children to achieve, and develop confidence through hands-on learning. It is based upon early childhood principles of freedom in play, creativity, socialisation skills and emotional stability. The experiences in the Forest School are underpinned by the Early Years Foundation Stage areas of learning; it is a cross-curricular teaching tool and is used as a progressive program to teach across Key Stages from Early Years and extending beyond. Forest School at Holme Grange is an integrated part of the School curriculum for children in Little Grange (the nursery), Reception and Year 1 classes. In Year 2, children are given the opportunity to participate in Forest School as an after School activity.

Pre-Prep (Year 1 1&2) and Prep School

Years 1 and 2 develop all of the areas above into specific subjects. In addition ICT and Music are taught from Little Grange onwards by specialist teachers, with French, DT and Performing Arts being added in Y2.

Art is added in Y3.

Sport is taught by specialists from Reception onwards, with an opportunity for the Reception year to Year 2 to participate in Ballet and Judo. Year 3 and 4 participate in weekly dance sessions for both boys and girls.

The following are all taught from Year 1 onwards:

English, (including Drama / Performing Arts which is taught as a separate subject)

Mathematics

Science - taught as Biology, Chemistry and Physics separately from Year 7 onwards

Art, including painting, drawing, ceramics, textiles, printmaking and fabric work

Design Technology

French from Y2

Geography

German from Y7

History

Information & Communication Technology and Computing

Music, including singing, playing and composition

Religious Studies

Spanish from Y8

Personal, Social, Emotional, Economic and Citizenship Development

Religious Studies (RS)

Sport, including Athletics, Badminton, Basketball, Cricket, Cross Country Running, Dodgeball,

Football, Gymnastics, Hockey, Netball, Rounders, Rugby, Swimming, Table Tennis, Tennis

In Years 1 & 2 the learning and teaching of some of these subject areas is delivered through a cross curricular approach. As pupils move into the Prep department (Years 3 - 6) all subjects are taught discretely, however where there are cross-curricular links to other subjects these are incorporated within the individual curriculum schemes of work.

Students begin the GCSE syllabus in all subjects during Year 9, choosing their GCSE options in the Spring Term of Year 9 for continuation into Year 10.

GCSE subjects :

English Language
English Literature
Mathematics
Biology
Chemistry
Physics
French
Spanish
German
Geography
History
Religious Studies
Business and Communications
Computer Science
Art
Music
Drama
PE

All students will study English Language and Maths, in a small number of cases complemented by Functional Skills. The majority of students will study English Literature, three sciences and a foreign language, as a minimum, to GCSE.

Reading

Each form in the Pre-Prep and Prep has an allocated library slot either weekly or, for the older children, fortnightly to support their independent reading. LS lessons in Eaton Grange (Years 7-11) are allocated to reading and the promotion of reading.

Reading in the Pre Prep is done on a one to one basis between 3 and 5 times a week.

Homework

A homework timetable is published for Years 3 to 11 each September. Pupils in Years 3 – 8 have a Prep Diary which is signed weekly by parents and form tutors. Students in Years 9 – 11 have a diary in which to record their homework.

Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and should assist pupils in the process of their academic development.

Trips and Outings

Trips and outings form an important part of our curriculum. They are used to complement an area of learning and full use is made of the local facilities of museums, art galleries, theatres and historical sites. Residential trips are made annually from Year 3, to promote team building and enhance the learning experience in subjects such as French, History and Geography. (See Policy on Educational Visits). In Years 9 – 11 trips take place to enhance the curriculum: History excursions and field trips in Geography, for example. Expeditions for the Duke of Edinburgh award take place from the end of Year 9.

Special Educational Needs

Wherever possible, all children's academic needs are met within the normal timetabled curriculum. The Accelerated Learning Centre (ALC) offers in class support which is both strategically and flexibly used to enable whole classes and specific cohorts of children to benefit from educational support. On occasions a child's needs benefit from accessing extra specialist individual tuition. The ALC is staffed by qualified tutors specialising in dyslexia, dyspraxia, ASD, ADHD, ADD, Speech and Language, Sensory Processing Difficulties and English as an Additional Language. The School also employs a number of Teaching Assistants who support pupils' learning in the classroom.

Careers education

A Holme Grange education helps pupils to "know themselves" better. Additional opportunities are provided for pupils to better understand the world of work and various career paths through for example, a programme of external speakers and arranged work experience for pupils in Eaton Grange.

Advice is provided for pupils in Eaton Grange, specifically in Year 9 prior to GCSE subject selection but in Years 7 & 8 through routine reporting mechanisms, to help select GCSE and post-16 courses. Advice is impartial, showing no bias or favouritism towards a particular education or work option, and is intended to enable pupils to make informed choices about a broad range of careers options and fulfil potential.

Our careers programme consciously works to prevent all forms of stereotyping in advice and guidance to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

Equal Opportunities

The School is committed to the principle of equal opportunity. Where pupils do not study the same subjects it is because it would not be in their best educational interest to do so.

Assessment and Reporting

Assessment is an essential part of the teaching process. Regular assessments is made of pupils' work to establish a level of attainment and inform future planning, ensuring all children make "good" progress according to ability. Teachers use both nationally standardised and internally devised measures of attainment to track the progress of individual pupils, and groups of children. The Director of Teaching and Learning is responsible for tracking pupil progress and the scheduling of assessment meetings to review pupils of concern and confirm strategies for their improvement.

Record keeping, reporting and assessment procedures are defined in the Assessment policy and in departmental handbooks.

English as an Additional Language

A small number of pupils with English as an Additional Language may be admitted to Holme Grange. These pupils normally receive additional support, both within the classroom or from a specialist tutor on an individual or small group basis.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. INSETS are delivered at the beginning of each term with follow up sessions if

appropriate. Staff attend courses during the academic year as required for their subject or their personal development.

Monitoring of the Implementation of this Policy

The School's Senior Management team monitors the implementation of this policy through a number of methods, including :

- direct observation of lessons;
- parents and pupil questionnaires;
- interviews with pupils and staff;
- scrutiny of work, records and documentation;
- analysis of data, including comparison with national norms, where possible.

MJ – December 2017

To be reviewed Dec 2018