

THE HALL SCHOOL **Curriculum Policy (2a)**

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This policy is available on the School website and can be made available in large print or other accessible format if required.

The Hall

RATIONALE

This policy serves as the overarching framework that represents why, what, how and when the boys learn at The Hall. This policy establishes principles and procedures that can be developed or checked so that they are consistent and coherent across the whole school, starting with the EYFS and finishing with Year 8.

Our school curriculum is informed by the ethos and values that we hold. These aims are shared amongst all staff and are further represented in our Departmental Documentation, created and managed by Heads of Departments, in conjunction with the Subject Coordinators in the Junior School, as well as being discussed regularly within the whole school.

AIMS

We recognise that any attempt to raise standards in our school must be focused on the classroom and the quality of learning and teaching that occurs. Continued and sustained improvement is dependent upon sustaining the high quality of learning and teaching that is taking place on a daily basis. By adopting a whole school approach to learning and teaching across our school, we aim:

- To provide consistency
- To give all children the skills they require to become effective lifelong learners.
- To enable teachers to teach as effectively as possible
- To learn from each other, through the adaptation of a collaborative, discussion based approach to learning and teaching in the shape of Teacher Learning Communities (TLCs).

Within all subject areas our aim is to provide open-ended tasks, with a focus on problem solving, discussion, collaboration and imaginative thinking that leads directly to ‘The Hall School Values’.



EARLY YEARS FOUNDATION STAGE

The boys at The Hall have access to a broad, balanced and relevant curriculum which provides continuity and progression and takes their individual differences and interests into account.

- As of January 2015 The Hall took up the EYFS exemption for the learning and development requirements but still meets all statutory safeguarding and welfare requirements
- The curriculum delivers experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Our curriculum is designed to create and foster links, helping pupils make connections between subjects and transfer their learning from one subject to another.

Please refer to the Early Years Foundation Stage Policy for further details.

TEACHING GROUPS, CLASS SIZES AND GROUPING BY ABILITY

Every boy is put into a class upon his arrival to The Hall. These classes then change, in terms of class teacher/form teacher and boys, every year. From Year 6 boys are set academically in Maths, and French, and then in some other academic subjects from Year 7 or Year 8, such as Latin and English. A boy's place within a set is not fixed, they can be moved at anytime, and is something that all boys are aware of and used to.

In all year groups, across the three sections, class sizes do not exceed nineteen pupils, with the average being eighteen. However, in Year 8, due to the scholarship system we have four sets. In addition, in Maths in Years 6 and 7 we have four sets per year group. Hence in Maths in Years 6 & 7 and in Year 8 boys are taught in classes no bigger than fourteen, with the majority being taught in a class of twelve.

Year 8 are taught in two parallel upper and lower sets (N/S and E/W). This is to allow greater stretch and challenge with a very able year and to delay the decision of which boys will sit scholarship, ensuring boys have time to develop and we have sufficient time and data/evidence to support our decisions ensuring we are doing the best for each individual boy.

CURRICULUM AIMS

As soon as a boy is welcomed to our school, they are encouraged and supported to explore the huge range of opportunities open to them. As you will see throughout this document, our boys have a fulfilling and exciting week both personally and socially, with true breadth in the curriculum they experience. We want them to give of themselves with confidence in all their learning journeys, whilst coming to a genuine understanding of the values of endeavour, honesty and integrity along the way.

CURRICULUM OUTCOMES

Our curriculum is effectively planned around specific learning objectives for every subject area within each year group. The subjects taught across each school and their curriculum allocation on average per week include:

Reception
(PSED) Personal, Social and Emotional Development
(CL) Communication and Language (including French specialist 20 mins / ICT specialist 30 mins per week)
(PD) Physical Development (PE & Games 110 minutes per week)
(L) Literacy
(MD) Mathematical development
(UW) Understanding the World
(EAD) Expressive Arts and Design (music specialist 60 minutes per week)

CURRICULUM ALLOCATION: JUNIOR SCHOOL (AVERAGE PER WEEK)			
	Year 1	Year 2	Year 3
English (includes 30m of Handwriting, Drama and Library)	5 hrs	5 hrs	5 hrs
Maths	5 hrs	5 hrs	5 hrs
Science	60m	90m	90m
Topic (Humanities)	60m	60m	60m
Art	-	60m	60m (Art/Pottery)
Craft/DT (Topic based)	60m	60m	60m
Life Skills	30m	30m	30m
RS	30m	30m	30m
French	20m	30m	60m
Music	60m	60m	60m
Computing	30m	30m	30m
Sport/Games	30m	60m (includes walking)	2hrs (includes travel)
PE	30m	30m	45m
Gym	60m(includes walking/changing)	60m(includes walking/changing)	60m (includes walking/changing)
Swimming	-	90m (includes travel) One class per term. Time taken from Drama/ICT/play	-
DIRT time (finishing off then free play)	45m	30 min	30min

CURRICULUM ALLOCATION: MIDDLE /SENIOR SCHOOLS (AV. PER WEEK)					
	Year 4	Year 5	Year 6	Year 7	Year 8
English	280mins	280mins	245mins	210mins	175mins
Maths	280mins	280mins	210mins	210mins	175mins
NVR/VR	0	35mins	0	0	0
Science	140mins	140mins	140mins	175mins	210mins
French	70mins	105mins	140mins	150mins	140mins
Geography	70mins	35mins	70mins	105mins	105mins
History	70mins	35mins	70mins	105mins	105mins
Classics	NA	70mins	105mins	105mins	105mins
TPR	35mins	35mins	70mins	70mins	70mins
Music	70mins	70mins	70mins	35mins	70mins
Art/3D studies	70mins	70mins	70mins*	70mins*	70mins*
DT	70mins*	70mins*	70mins*	70mins*	70mins*
Computing	70mins	70mins	70mins*	70mins*	70mins*
Life Skills	35mins	35mins	35mins	35mins	35mins
PE	35mins	35mins	35mins	35mins	35mins
Games	280mins	280mins	280mins	280mins	280mins
Drama	70mins*	70mins*	70mins*	70*	70mins*
Form period (additional to am/reading period)	35mins	35mins	35mins	NA	NA

N.B.

- As of January 2015, the Junior School has taken up an EYFS exemption. This exemption is effective immediately and all relevant parties have been notified.
- * these lessons are taught on a rotation and boys are taught in half classes of 9 pupils per group. Lessons are 1hr and 10 minutes long each week for half the year i.e.18 weeks.
- The *PE/Games* allocation includes travel to and from venues.

DEPARTMENTAL DOCUMENTATION

Every subject Department has their own Departmental Documentation, which is updated on an annual basis. It is the responsibility of the Head of Department to keep this document up to date and to ensure that all staff with responsibilities for the teaching of that subject is aware of the procedures outlined.

Each Head of Department is provided with advice on what should be included in the Departmental Documentation (Handbook). It is important that all departments, on the whole, follow the same structure and include key bits of information. ****This booklet can be provided on request****

ROLES AND RESPONSIBILITIES

The teaching at The Hall fosters intellectual curiosity and a spirit of enquiry.

- Staff combine innovation with the best of established practice to enable all boys to acquire new knowledge, based on what they already know and to make progress according to their ability.
- Lesson content is distilled from the Schemes of Work contained in the Departmental Documentation. This sets out what is to be taught and to whom, but also provides plenty of scope for moving directions that may be unprescribed, all the while working towards predetermined goals. The creation of curriculum maps also sets out a long-term view of each subject's individual learning journey from Reception to Year 8. It is the responsibility of individual subject teachers to follow the curriculum and adapt it to their teaching style.

Junior School: There is a Head of Junior School assisted closely by a Deputy Head. The Head of the Junior School oversees the running and organisation of Reception-Year 3 and ensures that all boys, parents and staff are happy and supported. Each curriculum area is led by a Subject Co-ordinator who regularly liaises with the relevant Head of Department from the Senior School. Class teachers are responsible for the emotional wellbeing and educational progress of the boys in their class and will communicate with parents and the relevant staff members whenever necessary.

Middle School: The Middle School has its own SLT member (Head of Middle School) overseeing all boys and staff teaching in Years 4 & 5. This person acts as a link between all three schools to allow for a simpler curriculum transition between years. They also lead the discipline and development of extra-curricular activities while overseeing staff appraisals and any parental matters that cannot be dealt with by the form teacher. There is a Head of Year for each year group supported by two further form teachers. The Head of Year 4 has overall responsibility for the co-ordination and delivery of the curriculum and works with HoDs to ensure its effective delivery, assessment and reflection.

Senior School: The Senior School is led by the Headmaster who is assisted by the Deputy Head Pastoral and Deputy Head Learning and Teaching (Academic) and the Assistant Head Teacher School Management. Within the teaching staff there are a number of roles to assist with such areas as timetabling, the enrichment provision, assessment, data and reporting. There is also a Head of Department for each subject who not only oversees the teaching of their subject across all three schools but are also involved in key decision-making. Pastorally, there are year teams led by a Head of Year.

MONITORING, EVALUATION AND REVIEW

The staff and governors of The Hall are committed to raising standards, establishing high expectations and promoting effective learning and teaching. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring, evaluating and reviewing the work of the school.

Monitoring is the process of seeking evidence to answer questions about the effectiveness of the school. Evaluation is the weighing up and analysis of evidence. Reviewing is the practise of reflection and making the necessary changes in light of the evaluated evidence.

OBJECTIVES – Why do we monitor, evaluate and review?

- Establish how well we are performing
- Promote pupil's individual attainment
- Monitor and evaluate pupils' educational, personal, emotional and social development.
- Improve curriculum continuity and progression
- Improve curriculum planning to differentiate for individual pupil needs.
- Improve record keeping and assessment techniques
- Analyse data to inform future development
- Plan the development of the curriculum
- Ensure consistency throughout the school
- Evaluate teaching and learning to promote their effectiveness
- Enable challenging, achievable school targets to be determined
- Ensure effective resource management and deployment
- Inform school of staff development and training needs for continuous professional development

MONITORING THE CURRICULUM

Curriculum areas and subjects provide familiar and important vehicles for learning. We recognise their key role within the Learning and Teaching of the boys. With that in mind, curriculum areas and subjects are reviewed regularly but also officially once a year with the Headmaster and Deputy Head Learning and Teaching during the Annual Review. In 2018/19, a full Curriculum Review was conducted, this was in light or the upcoming changes to the Common Entrance and Next School's requirements altering. This has led to a number of discussions and changes in the curriculum with the aim to ensure we are providing boys with relevant an adequate skills and knowledge for today and the future.

WHO IS RESPONSIBLE FOR MONITORING, EVALUATION AND REVIEW?

The Governing Body

The Governing body monitors and reviews he impact of policies and practice through:

- A termly report from the Headmaster and an annual report from the Head of the Junior School
- Focussed visits to observe the work of the school
- Discussions with staff, pupils and parents
- The Governing body will evaluate and review policies
- Attendance of whole-school meetings, training and social events

Headmaster and SLT

The Headmaster and SLT meet regularly to review the impact of the policies, the running of the school and the development of learning and teaching. Monitoring, evaluation and review also take place through:

- Discussions with staff, pupils and parents
- Structured observations of staff
- Structured appraisal system
- Engaging with staff at all levels
- Scrutiny of pupils' work
- Annual Departmental Development Plans
- Observation of pupils' class-based work and other activities
- Planning and provision of suitable CPD events and in-house training
- The 'Teacher Learning Community' (ILC) programme

Heads of Departments, Heads of Year and Head of Learning Support

These staff members review practice in their own areas of responsibility and recommend changes in discussion with colleagues during whole staff meetings, weekly meetings (JS staff meeting or MS/SS Stand & Shout), planning meetings and HoD meetings.

Subject Teachers/Class Teachers

Monitor the work of pupils and evaluate their responses to teaching methods, resources and assessment information. They review their practice on a daily basis and record the methods and outcomes on daily and medium term planning. All reflections are also voiced during appropriate meetings and within the Teacher Learning Communities.

All staff working with pupils both inside and outside the classroom will:

- Contribute to the medium term plans of their curriculum area with their HoD and Deputy Head Learning and Teaching
- Class teachers in the Junior School will submit medium term plans and weekly plans to the Head of the Junior School. In the Middle School, Year 4 teachers plan collaboratively during weekly planning meetings and upload their plans onto the shared staff area.
- Monitor responses to school policy and practice
- Monitor pupil behaviour
- Self-evaluate and reflect on their own practice and ways for improvement

OTHER RELEVANT POLICES (TO BE READ in conjunction with 2a. Curriculum policy)

- Curriculum plan (2b)
- SENDA policy
- Learning and Teaching policy
- Assessment and Data policy
- Prep policy
- Marking and Feedback policy
- Enrichment and Potential, Able and Talented Student (PATS) policy

- Handwriting and Presentation policy