



## Curriculum Policy

### Introduction

Glebe House School believes that pupils should receive a broad and balanced curriculum, which delivers an education suited to all pupils across the full age and ability range, including those in the EYFS, and one which will ensure that all pupils have the opportunity to learn and make progress; and will offer effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

The curriculum is designed to help all pupils fulfill their individual academic and creative abilities and exploit their talents to the full. Progression is at the core of the curriculum.

The school curriculum will seek to offer appropriate choices, which reflect the needs and interests of the pupils.

The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities and experiences of adult life, in a manner that is appropriate for the ages of the children at Glebe House School, in British society.

### Glebe House School: Promotion of British values

At Glebe House School and Nursery we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. British values are taught across the curriculum. The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At this School these values are reinforced in a pervasive manner and permeate the school community. The examples that follow are an indication of some of the many ways we seek to embed British values.

### Democracy

At Glebe House School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the School community, for instance, amongst other things, pupil voice is heard throughout the School - holding pastoral forums, School Council, elections for other matters also. The principle of democracy is explored in History and assemblies.

## **The rule of law**

The importance of laws, whether they be those that govern the class, the School, or the country, are consistently reinforced throughout regular School days, as well as when dealing with behaviour and through School assemblies. Students are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when these are broken.

## **Individual Liberty**

Within the school students are actively encouraged to make independent choices, knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of e-Safety in Computing.

## **Mutual respect**

Mutual Respect is at the core of our School Aims and Ethos, and is modelled by pupils and staff alike. The School promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy, pupils at Stormont School are always able to voice their opinions and we foster an environment where pupils are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to assemblies that explore different cultures, religions and belief systems.

## **Tolerance of those of different faiths and beliefs**

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the School community. Pupils are actively encouraged to share their faith and beliefs within the School. Our Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

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## **Aims of the Curriculum policy**

To ensure that appropriate plans and schemes of work are in place for all subjects and implemented effectively and that such documents take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To provide full-time supervised education for pupils of compulsory school age, according to our registration with the DfE for pupils up to and including 14 years of age, giving pupils experience in education that covers the following areas:

**Linguistic** We aim to develop pupils' communication skills and increasing their command of the English language through listening, speaking, reading and writing. This applies to all pupils with specific provision made for those children for whom English is an additional language. We also offer French from EYFS to Division VIII and German in Divisions VI, VII and VIII, with optional language based activities in Mandarin Chinese, Italian and Spanish. In such lessons/activities the target language will often be the main medium of instruction.

**Mathematical** We help pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, competition exploration and discussion.

**Scientific** Our aim is to increase pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. The use of our Woodland and Beach School areas considerably enhances this area of the curriculum.

**Technological** We aim to prepare children fully for the future through Computing lessons that focus on the skills of programming; developing, planning and communicating ideas to produce solutions to problems. In Design and Technology we work with tools, equipment, materials and components to produce good quality products; and evaluate processes and products.

**Human and social** The teaching of History, Religious Studies and Geography aims to give pupils an understanding of how human action, now and in the past, has influenced events and conditions, insight into the beliefs of our and different cultures and understanding of people and their environment.

**Physical** From the youngest pupils we aim to promote a healthy lifestyle and the importance of physical control and co-ordination. As pupils grow we aim to help them develop their tactical skills and imaginative responses and to evaluate and improve their performance. A system of recording progress and using ICT to set and evaluate targets is in place for all Prep School pupils.

**Aesthetic and creative** This is a feature of many subjects from English, with specific lessons on Drama, to Art and Music. All children for example are in at least one dramatic performance a year, have an item in art exhibitions. In the Prep School additionally they take part in the House Show, feature in assemblies. There are additional opportunities for those who choose to play musical instruments through informal concerts and choir events.

To ensure that pupils acquire speaking, listening, literacy and numeracy skills both through targeted activities in class, but also through discussion for example in assemblies, through visiting speakers, in our School Council and in competitions both external and internal in for example Public Speaking, presentations, poetry, maths challenges.

To provide a programme of personal, social, health and economic education which reflects the school's aims and ethos, which seek to help the children to develop as worthwhile members of society and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a). Please see our PSHEE Scheme of Work and our policy for the Spiritual, Moral, Social and Cultural (SMSC) development of pupils.

To offer to our senior pupils appropriate impartial advice on choosing a senior school and information on future employment, so that they are encouraged to fulfil their potential.

To ensure that our pupils who attend the Nursery are engaged in 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.

In considering the breadth and balance of the curriculum, these factors are very important:

- **Breadth** will allow pupils contact with the different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.
- **Balance** will be shown through time allocation, curricular and extra-curricular activities, including educational visits and residential trips.
- **Coherence** will be achieved through planning and discussion, with schemes of work for all subjects documented in advance.
- **Differentiation** will be achieved:
  - through grouping policies
  - through teaching style and method
  - through teacher response to individuals' work, triggered by regular assessment of speaking and listening skills and written work.

## **Nursery**

The nursery provides a stimulating environment for children to make progress in all aspects of education. Please refer to the specific Nursery policies.

Children arrive from 8.30am (although earlier arrivals are possible by request) and stay for the morning session until 12.00pm. Some then stay for lunch and the afternoon session, others arrive at 1.00pm for the afternoon session until 4.00pm.

Daily activities are carefully structured to provide varied and motivating experiences, guiding the children through the six areas of learning and development of the Early Years Foundation Stage. Well planned play activities are a key way in which children learn with enjoyment. All children are made to feel welcome, valued members of the group.

Many opportunities are provided for creative development through music, art, imaginative play and role play. Children have use of sand, water and craft trays.

Children are encouraged to practise fine and gross motor skills. There is a good range of construction toys in the classroom and much use is made of the Nursery garden and outdoor toys as well as the wider school estate.

Planning takes account of each individual child's learning requirements with the aim of setting realistic and challenging expectations for all.

## **The Pre Prep**

The Pre Prep is arranged in three year groups with one class in each year. The word Division is used for our year groups, following a naval tradition of many years standing.

The day begins following Registration at 8.30am and finishes at 3.30pm. Tea Time Club (daily until 6pm) or activities (as announced) are available from 3.30pm. These would include sports, art and drama clubs.

The Reception class follows the areas of learning and development and the themes from the Early Years Foundation Stage.

To ensure a smooth transition onto the next stage in the Pre Prep Department the children in Reception are also given a significant head start within the areas of literacy and numeracy which build upon the areas of learning in the EYFS guideline.

Division I and II follow a programme of Literacy, Numeracy, Science, History, Geography, Art, Games and PE. Children also have a weekly Computing lesson.

Subject specialists teach French, Games/PE, Art and Music throughout the Pre Prep

Some children have individual or group tuition on musical instruments.

An Inter House festival in poetry, singing and drama encourages the expressive arts and all children perform in the annual play at Christmas.

The Choir performs in informal concerts and other events.

Planning takes account of differing levels of achievement and ability with differentiated activities and approaches. Special educational needs are also addressed in this way with some individual or small group lessons.

Pupils attend a whole school assembly on Mondays and on major occasions such as Harvest Festival and Remembrance Day. On other days assemblies are held in the Junior Building.

Many events take place during the year including walks, use of our woodland and beach school areas, a French Day and a Sports Day in June and a Grandparents tea party in the Summer term.

Visits take place throughout the year to places of interest related to work in the classroom or simply to have fun.

## **The Prep School**

The Prep School covers Years 3 to 8. The day is divided into ten 30 minute lessons (often taken as double or even treble periods) which finish each day except Wednesdays at 4.10pm. Children may leave at this time, but the majority stays for the activity programme, which varies each term. After school activities (some are at lunchtimes) run until 5.00pm, but some, particularly those off site will finish later. This is followed by a prep period for homework each day except Wednesdays. A cooked evening meal is provided for all children present at 5.30pm. Most pupils leave at 6.00pm, but may stay until 6.30pm for supervised study or activity with the boarders.

Divisions III and IV are taught for many subjects on the first floor of the Junior Building. In these years children are introduced to increasing amounts of specialist teaching and are taught English, Mathematics, Science, History, Geography, French, Computing, Drama, Music, Art & DT, RS, Games & PE and PHSEE.

The Division V curriculum covers the same subjects as the previous two years, but subjects are generally taught by subject specialists. PHSEE & Citizenship is taught by a variety of teachers and outside speakers. German is added in Division VI.

The Curriculum in Divisions VII and VIII remains as in Division VI and focuses mainly on preparation for Scholarship and Common Entrance. Some pupils take entrance examinations to Senior Schools in January of their Division VI or VIII year, but are expected to complete the CE syllabus.

Pupils in the Prep School are encouraged to join two of the extra-curricular clubs mentioned above, which have included: orchestra, choir, drama, chess, board games, ICT, gardening, sketching, creative crafts and a wide variety of sports clubs. Some including golf and sailing may occur off site. The expectation in Divisions III – VI is that a minimum of two activities a week will be chosen each term. In Divisions VII and VIII a minimum of one is required, but, as in younger years, many do more.

There are visits to theatres, museums and other places of historical interest and residential trips to Hadrian's Wall, York, London and France.

We aim to meet Special Educational Needs & Disabilities through differentiation and specialist group and individual lessons. Please refer to the SEND policy.

Matches are played against many schools in a range of sports; our aim is for all pupils to represent the school.

The school choir sings at our services and at venues outside the school. The Junior School play includes all pupils in divisions III – V, a senior play includes all those in divisions VI – VIII.

Throughout the school children are encouraged to take on roles that help the school community and prepare them for responsibility in the future. These will start in Pre Prep where children take it in turn to be 'leader' for a day, though sports captains, librarians, school councillors to prefects, Heads of Houses and of School.

This Policy has been reviewed and approved on behalf of the Governing Body

Signed .....

Date.....

<b>Author</b>	<b>Governors &amp; the Head Master</b>
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References	