



HORNSBY HOUSE
SCHOOL

Curriculum Policy

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Introduction

The curriculum is all the planned activities we organise in order to promote learning, personal growth and development. Although the curriculum offered at Hornsby House reflects the National Curriculum (2014), we aim to provide learning experiences which go beyond these statutory requirements and which reflect our ethos and aspirations as an independent school. The school provides a range of activities in order to enrich the experience of pupils and provide breadth.

The Aims of the Curriculum

The curriculum at Hornsby House is designed to provide for all pupils the opportunities to:

- Experience a broad and balanced education, which encourages pupils to fulfil their potential.
- Have an education which gives experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Develop literacy, numeracy, speaking and listening and computing skills.
- Become receptive to new ideas and to make independent and informed decisions in their learning from Reception through to Year 6.
- Enable them to progress with confidence to the next stage of their lives.
- Develop co-operative and interpersonal skills.
- Aid them in the preparation for secondary transfer and to help put down foundations for an active and healthy adult life.
- Foster creativity and lively and enquiring minds whilst encouraging high standards of attainment and self-discipline.

Access

In the curriculum at Hornsby House there is an understanding that:

- Every pupil is entitled to access all areas of the curriculum at a level appropriate to their needs and all pupils are entitled to, and should be offered, a comparable range of educational opportunities.
- There are differences in the abilities, aptitudes, interests and other characteristics of students that need to be catered for.
- The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.

Planning

Long Term Plan

Curriculum maps are written, for each year group, to provide an overview of learning for each term. The documents are updated annually. The curriculum maps are available for parents on the school website.

Scheme of Work

The scheme of work for each subject is written, maintained and updated by the Head of Department. It allocates the topics and skills taught in each year group from Reception to Year 6 and ensures continuity and progression. The scheme of work for each subject fulfils and extends the National Curriculum.

Medium Term Plan

Each area of the curriculum is delivered through planned units of work within each year group. Medium term plans set out the focus for teaching and learning over a term. These give weekly details of the work planned and show how work is differentiated and assessed. To ensure continuity and progression, medium term planning is reviewed by the Head of Year, Heads of Department and the Director of Studies.

Short Term Plan

Daily plans are outlined in the staff's weekly planners or files and reflect individual styles. Weekly planning meetings are held by each teaching team; these are used to discuss forthcoming work and inform future teaching.

Catching Up

The teaching of maths and English is spiral i.e. areas of the curriculum are revisited at intervals in order to reinforce and extend children's knowledge and skills. With this in mind, teachers will judge to what extent catching up of missed lessons is necessary. Where catching up is required, teachers will usually do this in the next lesson, often covering key points as a combined catch-up for the child who has been absent and a revision session for the remainder of the class. Sometimes, teachers will give the child different class work or homework to assist with catching up.

Science, foundation and co-curricular subjects tend to be topic-based and teachers will help with catching up as required in order that the child can continue with the next lesson on the topic.

Children attending 1:1 support or individual music lessons usually do so during lessons in non-core subjects and may miss the same lesson each week. If the missed lesson is history, geography, RE or Spanish/French, that subject teacher will provide a reasonable selection of work for the child, so that they can achieve an overview of the topics covered in the lessons. The subject teacher will decide the best way for the child to do this e.g. worksheets, websites, key vocabulary and/or aspects of the

topic. Children missing their weekly library lesson, or practical subjects such as DT, drama, computing, PE, Games, art or music, will not be expected to catch up.

Roles and Responsibilities

The Headmaster has overall responsibility for the leadership of the curriculum and the monitoring of its provision.

The Headmaster in consultation with the Director of Studies (DoS), Heads of Year and the Strategic Curriculum Team (SCT) are responsible for:

- Determining the ways in which the curriculum is taught.
- Deciding the provision and allocation of resources.
- Deciding ways in which developments can be assessed and records maintained.
- Ensuring that the curriculum matches and achieves the aims and objectives of the school.
- Ensuring all curricular policies are fully implemented and reflect practice at Hornsby House School.
- Ensuring high standards are maintained.
- Providing and organising training to keep staff skills and knowledge up-to-date.

The Director of Studies, with the support of SCT, Heads of Year and Heads of Department, has the responsibility for developing and updating the curriculum and ensuring, with the Head, that the curriculum has progression and appropriate coverage and is consistently monitored.

Heads of Department are responsible for:

- Reviewing the relevant subject policy, scheme of work and subject development plan
- Updating the curriculum maps
- Auditing resources within the subject area
- Sampling pupil work
- Lesson observations
- Providing support and guidance as required
- Writing termly reports for the DoS and Headmaster

Class teachers are responsible for implementing the Curriculum Policy, subject policies and all relevant policies into their planning, teaching, assessments and everyday practice.

Teaching assistants are responsible for supporting the teacher's delivery of the curriculum.

The Early Years Foundation Stage

The EYFS follows the seven areas of Learning and Development which are:

1. Personal, social and emotional development
2. Communication and language
3. Physical development
4. Literacy development
5. Mathematics
6. Understanding the World
7. Expressive arts and design

French is introduced from Reception.

Lower School Curriculum

All subjects are taught as form groups throughout the Lower School, but with support or extension groups being taken out as appropriate and taught separately.

Mathematics: Pupils have a forty-five-minute lesson every day.

English: There is an English lesson of forty-five minutes every day. There are additional lessons for phonics, spelling, reading and handwriting.

Humanities: Year groups have a double lesson per week. A themed approach is used, which may extend to other curriculum areas in addition to history and geography.

The Upper School Curriculum

Mathematics: This is taught in ability groups across the Key Stage, with a maths lesson of forty-five minutes every day. One session per week is extended to provide a seventy-five-minute lesson. In Years 3 and 4, the pupils have a further forty-five-minute lesson, which is class based and focuses on practical work and investigations. In Year 4, class maths is for the first two terms only.

English: This is taught in form groups throughout the Upper School, but with support or extension groups being taken out as appropriate and taught separately. There is an English lesson of forty-five minutes every day. One session per week is extended to provide a seventy-five-minute lesson. Year 5 has an additional 20 minutes to allow for a second extended lesson.

Reasoning is introduced in the Summer Term of Year 4.

Spanish is introduced in Year 5.

History and geography are taught in half-termly units. Lessons have been extended to ninety minutes per week.

Co-Curricular Provision

The school has an extensive programme of co-curricular activities to enrich the pupils' experiences and provide opportunities for creative, cerebral and physical skill development. These include school productions, musical events, fund-raising activities, clubs, school sports teams, House Days, visits and residential trips, which vary from term to term.

Subject Allocation Time

There are thirty lessons per week which are allocated to the following subjects: English, maths, science, computing, art, design technology, history, geography, religious education, PSHE, reasoning, PE, games, drama, music and MFL.

Each teaching period is forty-five minutes.

Not all the time in school can be counted as 'teaching time' when pupils are actively taught by their teacher or a specialist teacher. A school day also includes:

- A twenty-minute playtime in the morning
- An hour at lunchtime
- Assembly time and hymn practice

Valuable learning also takes place outside the formal classroom situation and includes:

- Individual and group reading to adults
- Additional 1:1 and group teaching
- Individual music tuition
- Before- and after-school clubs

Resources

Hornsby House School recognises the huge impact that resources have on children's learning. In doing so, various strategies are considered to ensure that the resources are fit for purpose and that all pupils have equal access to high quality resources.

Each year group and subject area are delegated a budget for curriculum resources. Heads of Department are responsible for discussing needs for resources, auditing current stock, discussing future requirements and making judgements based on sound reasoning. Each year group has responsibility for ensuring that resources are respected and maintained in storage that allows them to be kept in good condition.

Access: It is vital that children can have free access to a choice of resources. In doing so, they will develop an independent and creative approach to learning to develop their work. They will also gain a sense of ownership for their environment and develop responsibility in maintaining effective learning.

Children in the Upper School supply their own equipment of pencils, rulers, rubbers, ink pens, coloured pencils, scissors and glue stick so that they are prepared for any eventuality in whatever classroom their lesson is taking place. However, each room should provide a supply of essentials for those children who may need to borrow equipment.

Related Policies

Assessment Policy
Co-Curriculum Policy
Early Years Foundation Stage Policy
Equal Opportunities Policy
Fundamental British Values Policy
Learning Support Policy
Marking Policy
Planning Policy
PSCHE and Wellbeing Policy
Homework Policy

Policy Date:	October 2018 (Reviewed September 2019)
Produced By:	Mandy Hayes/Ed Rees
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Form	Art	DT	English	Drama	Form	Fr/Sp	Games	Geog	Hist	ICT	Lib	Maths	Music	Outplay	PE	PSHE	RE	Reason	Science	Sing	Swim	totals	
RB	2	1	6	0	1	1	0	1	1	1	1	5	1	2	1	1	1	0	2	0	2	30	
RY	2	1	6	0	1	1	0	1	1	1	1	5	1	2	1	1	1	0	2	0	2	30	
RG	2	1	6	0	1	1	0	1	1	1	1	5	1	2	1	1	1	0	2	0	2	30	
1D	2	1	5	1	1	1	1	1	1	1	1	5	1	0	2	1	1	0	2	0	2	30	
1J	2	1	5	1	1	1	1	1	1	1	1	5	1	0	2	1	1	0	2	0	2	30	
1S	2	1	5	1	1	1	1	1	1	1	1	5	1	0	2	1	1	0	2	0	2	30	
2B	2	1	5	1	1	1	2	1	1	1	1	5	1	0	1	1	1	0	2	0	2	30	
2D	2	1	5	1	1	1	2	1	1	1	1	5	1	0	1	1	1	0	2	0	2	30	
2M	2	1	5	1	1	1	2	1	1	1	1	5	1	0	1	1	1	0	2	0	2	30	
3B	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
3G	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
												5											
3P	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
												5											
4P	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
4R	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
4T	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
5B	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
5F	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
												5											
5W	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
6B	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
6P	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	
6S	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30	