



## HORNSBY HOUSE SCHOOL

# Curriculum Policy

- Introduction
- Aims of the Curriculum
- Access
- Curriculum Subjects
- Planning
- Roles and Responsibilities
- The Early Years Foundation Stage (EYFS)
- Lower School Curriculum
- Upper School Curriculum
- Co-Curriculum
- Subject Allocation
- Catching Up
- Remote Learning
- Resources
- Technology and Computing
- Related Policies
- Appendix A - *Curriculum Allocation for 2023-24*
- Appendix B - *Subject Leads for 2023-24*

## Introduction

The curriculum is all the planned activities we organise to promote learning, personal growth and development. Although the curriculum offered at Hornsby House reflects the National Curriculum (2014) and Early Years Foundation Stage Framework (2023), 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 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.
- Become a resilient, confident and enquiring learner.
- Develop key skills in literacy, numeracy, speaking and listening and computing.
- Make independent and informed decisions in their learning from Reception through to Year 6.
- Develop co-operative and interpersonal skills.
- Foster creativity, and lively and enquiring minds whilst encouraging high standards of attainment and self-discipline.

The curriculum supports the British values of democracy, rules of law, individual liberty, and mutual respect and tolerance of those with different beliefs and faiths. It is a curriculum that enables pupils to progress with confidence to the next stage in their education and prepares them for the opportunities, responsibilities and experiences of future life.

## 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 regardless of class, gender, ability, race or creed.

Hornsby House curriculum aims to meet the needs of all pupils, including those who are more and most able, and those with an Educational Health Care Plan or PP.

Curriculum planning considers the ability, aptitudes and needs of all pupils.

*See: Special Educational Needs Policy, More and Most Able Policy and Inclusion Policy*

## Curriculum Subjects

The curriculum is broad and balanced, and contains planned opportunities for practical, creative, independent and active learning which enables the children to develop their linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative knowledge, skills and understanding.

As the children progress through the school the number of specialist subject lessons increases and the children have the opportunity to experience a variety of teachers and teaching styles.

The curriculum includes:

**Art**

**Computing**

**Design Technology**

**Drama**

English

**Forest School/ Outdoor Learning (Reception and Year 1)**

**French (Reception to Year 4)**

Geography

History

Mathematics

**Music**

**Physical Education and Games**

Personal, Social and Health Education including RSHE (relationships, sex and health education) and wellbeing

Reasoning (Years 3 to 6)

Religious Education

Science

**Spanish (Years 5 to 6)**

**Swimming (Reception, Years 1, 2, 5 and 6)**

**Subjects in bold are solely taught by specialist teachers.**

## Planning

### Long Term Plan

Curriculum maps are written, for each year group, to provide an overview of learning for the school year. The documents are updated annually and discussed as a staff.

Termly curriculum maps are available on the Parent Portal section of the school website to keep parents fully informed.

## **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 Heads of Year, Heads of Department and the Deputy Head (Academic).

## **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.

## **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 Deputy Head (Academic), Assistant Head (Academic) and Heads of Year** 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 good practice at Hornsby House School.
- Ensuring high standards are maintained.
- Providing and organising training to keep staff skills and knowledge up to date.

**The Deputy Head (Academic)**, with the support of Assistant Head (Academic), 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.

Monitoring of the curriculum includes two formal book audits to ensure there is consistency in teaching and learning and school policies are being followed. It is also an opportunity to identify good practice. Verbal and written feedback is provided.

Monitoring Schedule	
Autumn	Book Look within year groups.
	Book Look within phases: Lower School, Y3 & 4, Y5 & 6.
	Formal Book Scrutiny organised by Academic Deputy.
Spring	Book Look within year groups.
	Book Look by Heads of Department.
Summer	Book Look within year groups or phases.
	Formal Book Scrutiny organised by Academic Deputy

The Academic Deputy and Assistant Head arrange for lessons to be monitored through observation by the SLT and Heads of Department. Lesson observation forms and feedback is stored and accessible to the Academic Team.

**Heads of Department** are responsible for:

- Taking the lead in policy development and production of schemes of work to ensure progression and continuity in their curriculum area across the school.
- Updating curriculum maps annually.
- Keeping up-to-date with developments in their curriculum area.
- Sampling pupil work.
- Carrying out lesson observations.
- Providing support and guidance to colleagues as required.
- Producing a subject development plan to show areas for development and focus. This is reviewed annually with the Academic Deputy in a 1 to 1 meeting.
- Managing their curriculum budget and auditing/purchasing resources.
- Writing termly reports for the Academic Deputy and Headmaster.

*See Appendix B for a list of subject leads for 2023-24*

**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

The Read Write Inc Phonics scheme is introduced at the beginning of Reception. This scheme follows the children into Year 1 and 2 and is aimed at meeting the individual needs of every child.

As part of Language and Communication the children are introduced to French in Reception. Music, Drama and Computing are taught as discreet lessons and are guided by the Early Learning Goals outlined in Expressive Arts and Design and Knowledge and Understanding.

*See Early Years Policy*

## Lower School Curriculum

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

**Mathematics:** All pupils have a forty-five-minute lesson every day.

**English:** All pupils have a forty-five-minute lesson every day. There are additional lessons for phonics, spelling, reading and handwriting.

**Topic:** All pupils 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 Year 3, for the first term only, all pupils have a further forty-five-minute lesson, which is class based and focuses on collaborative work, practical activities and using mathematical thinking to solve puzzles and investigations.

**English:** This is taught in mixed ability form groups throughout the Upper School, but with support or extension groups being taken out as appropriate and taught separately. All pupils have a forty-five-minute lesson 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. In Year 5, during the Summer Term, the children are grouped by ability for one comprehension lesson a week to allow specific skills to be developed in preparation for the 11+.

Reasoning is introduced in the Spring Term of Year 3.

Spanish is introduced in Year 5.

History and geography are taught in half-termly units in Year 3-5. Year 6 have a single lesson of each subject 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, school sports teams, House Days, visits and residential trips, which vary from term to term.

The school also offers an extensive range of clubs and activities that run outside the school day.

## Subject Allocation

The school day runs from 8.20 to 3.45 (Years 3 to 6) and from 8.20 to 3.30 (Reception, Years 1 and 2).

The timetable is built around teaching periods of forty-five minutes and there are thirty lessons per week. During the lunchtime period shorter lessons of 20 minutes take place.

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.
- Form times where teachers may hear children read, read the children a story, engage in topical events that are taking place, respond to a specific need within the class or play group-bonding games.

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.

*See Appendix A – Subject Allocation 2023-24*

## Catching Up

The teaching of maths and English is spiral i.e. areas of the curriculum are revisited at intervals to reinforce and extend children's knowledge and skills. 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 will not be expected to catch up.

## **Remote Teaching**

All Hornsby House staff have received training on how to adapt teaching practice for remote education. In the event of school closure, our aim is to ensure the ongoing education of pupils and the ability to offer a high-quality curriculum.

If children self-isolate teachers will provide a broad range of subjects alongside a daily English and mathematics lesson. These lessons will align as closely as possible with in-school provision and may be delivered live, recorded or a combination of the two depending upon the subject matter and the age group. Work will be assigned through Teams for all year groups. In addition, Reception and Year 1 will also use Dojo.

If a whole class or year group must self-isolate, including full lockdown, teachers will provide a full remote teaching timetable covering all areas of the curriculum. This will include English and maths taught live each morning along with smaller tutorial groups to allow for targeted teaching. All work will be marked, and feedback provided.

## **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 these 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.

## Technology and Computing

Computing is taught both as a discrete subject, and by all teachers as an integral part of each subject and the school day. The school is well resourced so that technology can be fully embedded within the curriculum and Children have the opportunity to use their IT skills across the curriculum.

There is a computer, interactive whiteboard, and wireless access in all teaching rooms. The school has banks of laptops/iPads within each building which can be reserved for use in any classroom. There are Bluebots and a Cubetto available for all staff to use too.

## Related Policies

Assessment Policy  
Co-Curriculum Policy  
COVID-19 Risk Assessment  
Early Years Foundation Stage Policy  
Equal Opportunities Policy  
Fundamental British Values Policy  
More and Most Able Policy  
Homework Policy  
Learning Support Policy  
Marking Policy  
PSHE and Wellbeing Policy  
Remote Learning Policy

Policy Date:	September 2022
Produced By:	Mandy Hayes
Review date:	Reviewed July 2023 by MH and SK

Form	Art	DT	English	Drama	Form Fr/Sp	Games	Geog		Hist	ICT	Lib	Maths	Music	Outplay	PE	PSHE/RSE	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
RD	2	1	6	0	1	1	0	1	1	1	1	5	1	2	1	1	1	0	2	0	2	30
RM	2	1	6	0	1	1	0	1	1	1	1	5	1	2	1	1	1	0	2	0	2	30
1L	2	1	5	1	1	1	1	1	1	1	1	5	1	0	2	1	1	0	2	0	2	30
1R	2	1	5	1	1	1	1	1	1	1	1	5	1	0	2	1	1	0	2	0	2	30
1V	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
2K	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
3L	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
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3P	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
												5										
4B	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
4C	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
4J	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
5R	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
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5W	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
6F	2	1	5	1	0	1	2	1	1	1	1	5	1	0	2	1	1	1	3	0	0	30
6K	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