
Curriculum Policy

Contents

1	Policy Statement	2
2	The Curriculum – Preparatory School	3
2.1	About the Curriculum	3
2.2	Responsibilities	4
2.3	Information	4
2.3	Early Years and Foundation Stage (EYFS)	4
2.4	Key Stage 1: Years 1 and 2	5
2.5	Key Stage 2: Years 3, 4, 5 & 6.....	5
3	The Curriculum – Senior School.....	5
3.1	Key Stage 3 (11 to 14 years, Years 7 to 9 inclusive).....	5
3.2	Key Stage 4 (14 to 16 years, Years 10 and 11).....	6
3.2	Key Stage 5 (16 to 18 Years, the Sixth Form, Years 12 and 13)	6
4	Review and Development	7
4.1	Procedure.....	7
4.2	Links with other Documents	7

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1 Policy Statement

Our purpose is to fulfil the potential of each child in our care, in line with our aims, mission and ethos. We do this by providing a coherent, balanced and challenging curriculum, to which all our pupils are entitled and have access to. This is set against our school values of social responsibility, mutual respect, personal integrity and life-long resilience. Our aim is to inspire, engage and excel and our mission is to inspire our pupils to thrive, by engaging them in a creative and academic environment. We will instil a growth mindset to develop confidence, contentment and emotional intelligence. Our ethos is a vibrant learning community, where we help all to discover strengths, deepen intellectual curiosity and cultivate well-being.

Every pupil is encouraged to achieve their maximum potential, wherever their talents, interests and enthusiasms may lie. The School's curriculum takes care to foster the spiritual, moral, social, cultural, physical and intellectual development of all its students, promoting courage and independence, as well as tolerance towards others. There are also opportunities for pupils to take responsibility for their own learning and develop 'soft skills' such as communication, organisation, team-work, critical thinking, creativity and problem solving.

We ensure that pupils with English as an additional language, who are identified as more able or with a barrier to learning (SEND) are provided with appropriate levels of support and challenge in order to reach their potential.

We aim to provide a broad curriculum at all Key Stages, enabling pupils to acquire skills in thinking, speaking and listening, literacy and numeracy, and to gain experience in scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is designed to offer appropriate regard to and active promotion of Fundamental British Values, spiritual, moral, social and cultural development, and careers education, which may be delivered implicitly across subject areas and more explicitly in PSHE. Careers Education is presented in an impartial manner, enabling pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

In addition, we aim to ensure that pupils with English as an Additional Language (EAL) or Special Educational Needs and Disabilities (SEND) are supported, whilst More Able Pupils are offered appropriate stretch and challenge. In short, we purposefully take account of our pupils' needs, to make certain that all can access the curriculum and reach their potential (see EAL, SEND and More Able Pupils policies for greater detail).

Our policy and plans do not undermine the Fundamental British values and enable all to learn and make progress. Every pupil is provided with Relationship Education and every child in the Senior School receives further education in Relationship and Sex Education, except in so far as if a pupil is excused. (A separate and up to date RSE policy for both the Prep and Senior sections of the Through School can be found on our website and the school provides consultation opportunities with parents before amending these policies)

Our teaching enables pupils to acquire new knowledge and make good progress according to their ability and involves well planned lessons and effective teaching methods and use of class time. The aptitudes, needs and prior attainments of pupils are taken into account when planning lessons. Classroom resources are used effectively, and teachers show good knowledge and understanding of the subject matter being taught. Teaching nurtures the application of intellectual, physical and creative effort and independent learning, together with behaviour for learning strategies to support

pupils to act responsibly. Assessment frameworks are in place to assess pupils' work to inform planning to enable pupils to progress. Teaching does not undermine the Fundamental British Values and does not discriminate against pupils according to the Equality Act 2010.

In the event of a Covid Outbreak and a pupil who is well, has an EHCP, fully funded by their LA, they would be considered vulnerable and therefore be able to access entry to school where their LSA would work with them 1:1 for the number of hours specified within their EHCP, helping them to access the curriculum.

Where appropriate, they would access remote learning via Teams alongside the rest of their class. Their LSA would support them with this, helping them to access learning. This might include for example, downloading resources from the Teams area or helping them submit work for their teacher.

Ewell Castle Preparatory School years forms the foundation upon which our pupils will build their future education. We aim to give our pupils as broad an education as possible during their time with us. At Prep, pupils will have their Form Teacher and specialist teachers for Languages, Music, Physical Education and Forest School throughout the School. This extends to Drama, Art, Design & Technology, Information Technology and Science in Year 6, when pupils have some lessons at the Senior School and are taught by Senior School teachers.

Ewell Castle Senior School believes that the curriculum choices pupils make are important steps towards the accomplishment of their future goals in life. Opportunities for choice occur in Year 8, (when pupils choose to undertake one or two Modern Foreign Languages in Year 9, alongside two or four creative subjects respectively), as well as in Year 9 and Year 11 (prior to their commencement of GCSE and A Level courses). Therefore, we aim to maximize the information given to pupils and to their parents prior to pupils' final decisions to ensure informed choices are made. This policy intends also to outline this process.

2 The Curriculum – Preparatory School

2.1 About the Curriculum

2.1.1 The curriculum follows closely that set down by the National Curriculum.

2.1.2 Planning is organised to ensure progression considering each pupil's needs, including those with an Education, Health and Care Plan (EHCP) (statement) for whom the education meets the recommendations of the EHCP and More Able pupils.

2.1.3 Tasks are differentiated whenever necessary and appropriate to enable every pupil to succeed with all pupils having the opportunity to learn and make progress. Extension work is planned to stretch the More Able pupils.

2.1.4 Activities are purposeful and there is a clear expectation of standards of work.

2.1.5 Work is accepted and valued to promote good self-esteem.

2.1.6 Feedback to the pupils is relevant and constructive.

2.1.7 The Preparatory School recognises the benefits of a Creative Curriculum. There are themed weeks throughout the year to identify creative ways of learning. For example, the 'European Day of Languages' in September and a 'Practical Maths' week in November.

2.2 Responsibilities

2.2.1 In the Preparatory School subject leaders are responsible for the development of their curriculum area and liaise with Assistant Head, Teaching and Learning to ensure that the curriculum is being implemented to a high standard and that staff are well-supported in their knowledge and understanding of the curriculum. The curriculum is reviewed regularly to ensure that there is continuity and progress across the school.

2.2.2 There is naturally a crossover of topics within some subject areas; for example the water cycle appears in Science and Geography. A curriculum overview for each year group and for the whole Prep school illustrates these links.

2.2.3 Each Preparatory School Subject Lead is also responsible for maintaining an up to date development plan, which is reviewed annually.

2.2.4 The Head, Deputy Heads and Assistant Head, Teaching and Learning line manage curriculum subject leaders and Key Stage leaders.

2.3 Information

2.3.1 The Preparatory school delivers a parents' information evening at the beginning of the autumn term outlining our curriculum and assessments. The Preparatory School recently held an online Assessment Evening (Slice of our Learning) to enable parents to see when, how and why we assess formally and informally.

2.3.2 Each subject area has long and medium-term plans, which include 'small steps' for each curriculum area.

2.3.3 Every pupil takes part in a weekly Philosophy for Children and Personal, Social Health and Economic Education (PSHE) lesson.

A wide variety of moral, ethical and personal issues is also dealt with through assemblies and form time. (A whole school PSHE programme of study is on the school website).

2.3.4 The school recognises the value of education beyond the classroom. Residential and day trips are built into the curriculum. We endeavour to include a trip or visiting experience such as a drama company for each year group each term.

2.3 Early Years and Foundation Stage (EYFS)

Early Years pupils (Nursery and Reception) work according to the guidelines set out in the Early Years Foundation Stage Framework. They are assessed based on the Early Learning Goals which make up the EYFS Profile. Work is planned to cover the seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

2.4 Key Stage 1: Years 1 and 2

Key Stage 1 of the National Curriculum begins formally in Year 1. Form teachers are responsible for teaching English, Mathematics, Science, History, Geography (Topic) and Religious Education, much of which is taught through a topic-based approach. Specialist teachers deliver French, Music, Physical Education, Art and Design Technology, Swimming and Games.

2.5 Key Stage 2: Years 3, 4, 5 & 6

Year 3 and 4 follow a topic-based approach and will cover most of the curriculum with their form teachers. In Years 5&6, form teachers generally deliver English, Maths and PSHE. Pupils are split across two sets for Maths and English in each year group in Years 4-6. Specialist lessons are taught in Modern Foreign Languages, Design & Technology, Art, Music, Science, Information Technology, Physical Education/Games, Forest School and swimming.

In Y5 and Y6 pupils start to receive lessons from Senior School specialist staff in Design & Technology, Science, Information Technology and Drama.

3 The Curriculum – Senior School

3.1 Key Stage 3 (11 to 14 years, Years 7 to 9 inclusive)

All pupils in Years 7 and 8 study the core subjects English, Mathematics, Philosophy and Religious Studies, Science, Physical Education and Games. All pupils also take Art, Computing, Design and Technology, Drama, Geography, History, Music, PSHE, and two Modern Foreign Languages (French and Spanish).

In Year 7 pupils are taught in form classes for English, Mathematics and Science. They are set from October half-term for Mathematics and from the start of Year 8 for Science and English.

In Year 9, there is an element of choice: pupils can either take one Modern Foreign Language alongside four creative subjects (from Art, Music, Dance, Drama or Design Technology) or both Modern Foreign Languages with any combination of two of these creative subjects.

From Year 7 onwards, PSHE is provided through a timetabled curriculum lesson 1 period per week and Challenge Days where the whole school participates in key themes. All pupils in the School also have the opportunity to learn a musical instrument and participate in a wide range of curriculum-related activities.

In Year 9, pupils are set for French and Spanish to help prepare them for GCSE.

3.2 Key Stage 4 (14 to 16 years, Years 10 and 11)

3.2.1 During Year 9 pupils are asked to choose their GCSE subjects. This is done on the basis of preference rather than in pre-selected option blocks. To help this process an Options Booklet is provided giving information about each subject. There is also general guidance, followed by more specific subject presentations, given at a GCSE Options Evening. There follows a further period of consultation between school and home. Parents are asked to discuss with their children the options available and together, at the end of the specified period, to make an "Options Return". Pupils are also encouraged to take advantage of the resources and advice from their subject teachers, the Careers Advisor, Tutors and their Head of Year.

We encourage all pupils to choose options that support a broad curriculum, and many choose at least one Modern Foreign Language (French or Spanish), an Arts subject, a Humanity and a Technology. However, this is not compulsory, and a pupil can choose (four subjects) freely from the optional subjects of Art, Business, Classical Civilisation, Computer Science, Design & Technology (Product Design), Drama, Dance, Economics, French, Geography, History, Music, Photography, Physical Education, Religious Studies (full course) and Spanish all at GCSE.

Pupils continue to be set in English, Mathematics and Science.

3.2.2 In Years 10 and 11, all pupils take the core subjects of English (Language and Literature) and Mathematics along with the three Sciences (Biology, Chemistry and Physics) leading to a qualification in Separate or Combined Science. All pupils also follow a Games programme and follow a PRS (Philosophy and Religion Studies) curriculum in Year 10 and 11. PSHE is provided through a timetabled curriculum lesson 1 period per week in Year 10 and through tutor time in Year 11. Challenge Days are also run, where the whole school participates in key themes.

3.2 Key Stage 5 (16 to 18 Years, the Sixth Form, Years 12 and 13)

3.2.1 During Year 11, a process similar to that undertaken in Year 9 is followed in order to support pupils in making informed decisions about further study. Once again, an Options Booklet is provided giving information about each subject, including some subjects they will not have studied before. There is also general guidance, followed by more specific subject presentations, given at an A Level Options Evening. Once again, pupils are also encouraged to take advantage of the resources and advice from their subject teachers, the Careers Advisor, Tutors and their Head of Year. It is normally expected that each pupil will have achieved at least five Grades 9-4 on the 9-1 grading scale or equivalent, with at least a 6 in the A Level subjects chosen (although some subjects have slightly more stringent entry requirements).

3.2.2 In the Sixth Form, pupils will usually undertake three 2-year courses either linear A Level courses or BTEC / General Applied courses on offer too.

3.2.3 There is a variety of A-level subjects from which to choose: Art, Business, Biology, Chemistry, Classical Civilisation, Computer Science, Design & Technology (Product Design), Drama (Theatre Studies), Economics, English Literature, French, Geography, Politics, History, Mathematics, Further Mathematics, Music, Music Technology, Physical Education, Physics, Photography, Psychology,

Religious Studies, Sociology and Spanish. BTEC National is also available in Business (equivalent to A Levels).

3.2.4 In addition to the academic courses, all pupils will pursue an Enrichment Programme and participate in a Games activity. Enrichment activities include a certificated course in First Aid, courses in Study Skills and Higher Education, external speakers and trips and visits, as well as the taught element of the Extended Project Qualification (EPQ), with the opportunity for some pupils to undertake the EPQ if deemed appropriate.

4 Review and Development

4.1 Procedure

This document, together with the effectiveness of it, is reviewed annually by the Executive Leadership Team and Governing Board and as events or legislation change requires.

4.2 Links with other Documents

This policy should be read in conjunction with the following documents:

- Careers and Higher Education Policy
- English as an Additional Language (EAL) Policy
- Equal Opportunities Policy More Able Pupils Policy
- PSHE Policy (Prep and Senior policies)
- Special Educational Needs and Disabilities (SEND) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Accessibility Plan
- RSE Policy (Prep and Senior policies)