



HOE BRIDGE SCHOOL

Curriculum Policy

Policy Statement

At Hoe Bridge School the curriculum is rich and exciting, challenging and engaging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. Curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation which effectively prepares them for their subsequent education and the opportunities, responsibilities and experience of adult life in British society.

Hoe Bridge School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, we provide a PSHCE programme which reflects the school's aims and ethos and which gives pupils experience in spiritual, moral, social and cultural education. Our ethos and aims are:

- Happiness:** to have fun, friends and fulfilment.
Confidence: to develop respect, self-reliance, independence and leadership enabling pupils to use their breadth of knowledge practically in school and throughout their lives.
Achievement: to develop the intellectual/academic, sporting, social and cultural/creative skills in order that pupils excel both within Hoe Bridge and beyond.
Welfare: to create an environment where children are safe and secure working in partnership with all members of our community in school, in the locality and in the wider world.
Hoe Bridge Way: to live by the sentiments of The Hoe Bridge Way.

Details of this programme and how it is delivered can be found in the PSHCE policy document and schemes of work. All teaching at Hoe Bridge School precludes the promotion of partisan political views in the teaching of any subject, where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. The curriculum is consistent with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Hoe Bridge School provides full time supervised education for pupils of compulsory school age (5 to 13 years). Additionally, the school has a facility for pupils between 2 and 5 years old where the appropriate education is provided following the Early Years Framework.

Hoe Bridge School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Hoe Bridge School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available on our website www.hoebridgeschool.co.uk and on request from the school office. It should be read in conjunction with the following documents:

Curriculum (1.2) Nov 2018

Challenge Policy,
Marking Policy,
Homework Policy,
Transition,
PSHCE,
SEND.

This document is reviewed annually by the Assistant Head(Academic) or as events or legislation change requires. The next scheduled date for review is Autumn 2019.

Procedures

Within the curriculum, each pupil is challenged to reach their full potential and the learning needs of each pupil, including those with specific gifts or talents and those with learning difficulties (including those with an EHCP or Statement of special needs, which are reviewed annually) are considered when setting up individual timetables. The majority of pupils at Hoe Bridge School with English as an Additional Language can understand and use English well. However, carefully planned intervention is put into place to ensure those pupils that understand and speak only a little English, can access the curriculum. Subject matter is appropriate for the ages and aptitudes of the pupils.

The ethos and structure of the curriculum at Hoe Bridge is built upon two key principles of teaching and learning:

- We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.
- All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims.

We aim to equip children with the key skills they will need in life. From the beginning these fall into the following areas of experience:

- Linguistic skills: This encompasses speaking and listening, reading comprehension, creative writing and poetry, grammar, handwriting, spelling and drama. These strands are taught from Early Years and a thorough grounding is provided by implementing the Jolly Phonics and Letters and Sounds Schemes. In Key Stage 2 Spelling Schemes of Work are in place and are supplemented with more challenging patterns and words as required.
- Mathematical: Mathematics Schemes of Work are in place to help pupils 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. Pupil knowledge and understanding is developed in a variety of ways, including practical activity, exploration and discussion. The schemes are based on National Curriculum Framework for Maths in KS1, Target Your Maths and KS2 Maths by Elmwood in KS2 and ISEB common entrance and CAS in KS3. *MyMaths*, a web-based programme, is used by pupils at home to reinforce mathematical learning taking place in school.
- Scientific: Science is taught throughout the school. The emphasis in Early Years and Key Stage 1 is based on practical work and as the pupils progress through to Key Stage 2 the emphasis on practical work continues alongside more formal work. The aim of the curriculum is to increase pupils' knowledge and understanding of nature, materials and forces and to equip pupils with the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings.
- Technological: Information, Communication & Technology skills are developed throughout the school with safe practices incorporated into lessons. The E-Safety Policy is shared with parents and Internet Awareness training is offered to parents and given to pupils on a regular basis. Design and Technology is incorporated into the Pre-Prep topic programme and is taught weekly to pupils from Year 3 to Year 8. Pupils learn to work safely with tools, equipment, materials and components to

produce good quality products; and evaluating processes and products. DT clubs supplement this aspect of the creative curriculum.

- Human and Social Education is incorporated into schemes of work regarding our world and how human action now and in the past has influenced events and conditions. Through regular RS/TPE lessons pupils study attitudes, beliefs and cultures.
- Physical: Dance and Gymnastics, PE and Sport are taught by subject specialists from EYFS to Year 8. The curriculum is supported by a wide range of clubs, matches, etc catering for pupils of all abilities. The Schemes of Work incorporate opportunities to acquire knowledge and understanding of the basic principles of fitness and health, including diet, as well as developing the pupils' physical control and coordination, their tactical skills and imaginative responses and to help them self-evaluate their own performance.
- Aesthetic and Creative: Music is taught from EYFS to Year 8 with an emphasis on learning the processes of making, composing and inventing. Music taught within the classroom is enhanced by a host of music ensembles, choirs and the school orchestra. All pupils in Prep are offered instrumental lessons taught by specialist teachers. Art is incorporated into the EYFS programme through Expressive and Artistic Development and taught weekly to the pupils from Year 1 to Year 6 and strives to develop the skill base and creativity, providing opportunity to experience a wide variety of genres. Art clubs supplement this aspect of the creative curriculum. Throughout the year, pupils are provided with the opportunity to perform regularly to an audience; this may be to play a musical instrument or sing to the Prep School during assembly, at informal concerts held after school, at formal concerts or religious services; pupils can also perform in dramatic productions during academic lessons, class assemblies, nativity plays, as part of an after school drama club or as part of the end of year school production.
- French is taught from Year 1 through to Year 8. A variety of resources are used, with a large emphasis on practical activities culminating in a residential trip to France, for our Year 7 pupils.
- In addition to the core subjects, Personal, Social, Health and Citizenship Education (PSHCE) specifically targets the development of social skills and social awareness. Each class from Reception to Year 8 has an allocated lesson within the school week. For the youngest children this includes learning to be part of the school community and following the Hoe Bridge Way, thus adhering to the school ethos, leading to a wider social awareness in the older children of issues such as relationships, sex education, drug awareness and citizenship. All children are made aware of healthy living in terms of diet, life styles, health and hygiene through science, PE, geography, history and assembly topics. PSED is recognised as a prime area of learning within the EYFS Framework and all Early Years pupils at Hoe Bridge join in with weekly circle times, assemblies and lessons to develop skills and learning in this area. (Please refer to the PSHCE Policy)

At all stages of school the children are engaged in active problem solving using all the skills they are learning including explorative and investigative skills.

In Early Years, as specified in the Statutory Framework, the curriculum covers

- the seven areas of learning and development
- the early learning goals
- the assessment requirements - the EYFS Profile, records of observations and home/school links

and in the Pre-Prep the focus is on personal and social skills and the basic key academic skills of literacy and numeracy. Using a Creative Curriculum the children learn and use their skills in a practical way immersed in a topic of interest. In the Prep school the curriculum is planned across the spectrum of specific subjects. Notice is taken of National Curriculum requirements and standards although at Hoe Bridge we aim to exceed those standards through our own specific curriculum.

Excellence is celebrated through display and performance wherein

Curriculum (1.2) Nov 2018

- All children are given the opportunity to have work of a high standard displayed at some time in the school year
- In the Pre-Prep all children have their work displayed and a weekly Work of the Week personal best display is in the front Hall and celebrated in weekly assemblies
- In the Prep school all major achievement, across the curriculum, is celebrated during assemblies where appropriate
- School events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
- Personal best is celebrated termly and annually through cups and shields for academic, musical, social, artistic and sporting achievement
- Children are awarded 'gains' towards Star Prizes in the Prep which also go towards House points.

Curriculum structure - Pre-Prep

- Class teaching pre-Nursery to Year 2
- Full time nursery nurses and classroom assistants in Nursery and Reception, part time assistants in Years 1 and 2
- SEN pupils may be withdrawn for small group lessons with an assistant, or the Head within school or to go to a specialist
- Gap students and college students, on work experience, to support wherever required

Prep

- Years 3 to 8 subject based with specialist teachers
- Year 7 and 8 scholarship stream established
- SENDCo arranges lessons for SEND pupils
- Teaching assistants support children in whole class and small group learning
- Gap students, as above

The Curriculum Plan

The Curriculum Plan is an overview for each year of the basic curriculum covered. Each subject area across the school has its own Handbook for staff with a breakdown of timetabling, resources, procedures and a detailed Curriculum Map or Workscheme to follow.

These are reviewed regularly by each department following staff discussion.

Curriculum Breadth

S = set by ability for some or all lessons

Foundation Stage		Yr 1	2	3	4	5	6	7	8
PSRN	Maths	✓	✓s						
CLL	English	✓	✓	✓s	✓s	✓s	✓s	✓s	✓s
ICT		✓	✓	✓	✓	✓	✓	✓	✓
KUW	Science	✓	✓	✓	✓	✓	✓s	✓s	✓s
	Geography	✓	✓	✓	✓	✓	✓	✓s	✓s
	History	✓	✓	✓	✓	✓	✓	✓s	✓s
	French	✓	✓	✓	✓s	✓s	✓s	✓s	✓s
PSED	PSHE	✓	✓	✓	✓	✓	✓	✓	✓
PD	PE	✓	✓	✓	✓	✓	✓	✓	✓
	Swimming	✓	✓	✓	✓	✓	✓	✓	✓
	Latin					✓	✓	✓s	✓s
	DT			✓	✓	✓	✓	✓	✓
	Art	✓	✓	✓	✓	✓	✓	✓	✓

	RS	✓	✓	✓	✓	✓	✓	✓s	✓s
	Music	✓	✓	✓	✓	✓	✓	✓	✓

Homework is a valuable element of the teaching and learning process

- Reception children will have reading and spelling to learn at home
- Years 1 to 3 reading, spelling and mental arithmetic homework including the learning of tables is given weekly
- Years 4 to 8 have supervised prep sessions at the end of the school day – see Homework Policy.