

Beech Hall School's Curriculum Policy

Beech Hall School aims to provide a full and varied range of educational opportunities suited to the needs of all its pupils. Every pupil will have access to a broad, balanced and differentiated curriculum. We recognise that each pupil has a different knowledge base, as well as varying aptitudes and aspirations; as a result, we aim to assess their needs and develop their talents through a range of teaching strategies. This enables pupils to fulfil their potential and prepares them for the next stage of their education.

The policy reflects the aims of the school:

- ◆ to develop responsible, well informed, confident and caring individuals by providing a range of opportunities in a friendly, supportive and stimulating environment that inspires students to achieve their personal best.
- ◆ to give every child the facilities and resources that will see them fully develop their abilities academically, socially, and physically
- ◆ to provide all our pupils with the best start in life through a challenging all-round education

Mutual respect and tolerance of everyone in our school community and society at large, is fundamental to the behaviour code of the school.

The purpose of the Curriculum

- ◆ the curriculum aims to be broad, exciting and challenging
- ◆ the curriculum is used to increase pupils' knowledge, skills and understanding as they grow and develop
- ◆ the curriculum will be carefully planned and structured to ensure that learning is continuous, and that pupils make progress with their learning
- ◆ the curriculum will engage the pupils' interest, encourage and motivate them to want to learn
- ◆ the curriculum will offer pupils a range of experiences for pupils in each key stage suitable to their age and their transition from one stage to the next
- ◆ it aims to foster a life-long love of learning and provide them with a secure foundation on which to continue into Higher Education and into the careers of their choice
- ◆ the curriculum aims to reinforce their learning - both within the classroom and through a programme of additional activities
- ◆ the curriculum will give pupils an awareness of their cultural heritage and prepare them for the responsibilities of life in British society whilst recognising their interdependence with others
- ◆ the curriculum will be monitored by the SLT to ensure planning follows schemes of work, teaching ensures the curriculum is correctly delivered, marking follows school policy and standards in work are of a sufficiently high standard

Broad Guidelines

In accordance with section 8 of the Education Act 1996 all pupils of compulsory school age receive a full-time supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects.

Early Years Foundation Stage – We follow the updated Framework - September 2023.

Pupils experience a range of experiences based on the three prime areas of learning:

- ◆ communication and language
- ◆ physical development
- ◆ personal, social and emotional development

and four specific areas of learning:

- ◆ literacy

- ◆ mathematics
- ◆ understanding the world
- ◆ expressive arts and design

EYFS Curriculum

The curriculum offered in our EYFS encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- ◆ Making children feel valued and good about themselves
- ◆ Ensuring that children have equality of access to learning
- ◆ Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- ◆ Positively reflecting the widest possible range of communities in the choice of resources
- ◆ Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- ◆ Celebrating a wide range of festivals
- ◆ Creating an environment of mutual respect and tolerance
- ◆ Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- ◆ Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- ◆ Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- ◆ Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

The School Curriculum

The curriculum will encompass all National Curriculum subjects and be enriched with additional subject studies - French (from the Nursery) PSHEE and additional Modern Languages (German and Spanish) from upper Key Stage 2.

The curriculum in Years 10 (Lower V) and 11 (Upper V) will also include careers preparation, work experience and preparation for life.

The Senior School examination curriculum:

- a) compulsory subjects: English, Maths, Science
- b) choices: Art, DT, Geography, History, French, PE, Spanish, Music, Drama, Computer Studies

There are no predetermined Option Groups and the school constructs the Year 9 (Upper IV) timetable around pupils' choices.

The National Curriculum programmes of study are used as the basis for long term and medium term plans.

Pupils' work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of Beech Hall and to contribute to our ethos.

PSHE

Throughout the school PSHE is an integral part of the school curriculum. Various aspects of the subject are delivered during form time as well as through specific lessons, assemblies, subject teaching, charity and

community involvement. This includes effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and a tolerance of those with different faiths and beliefs are taught in these lessons and in other areas of the curriculum. Through PSHE lessons we encourage our pupils to show respect to others, paying particular regard to the protracted characteristic (sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity) set out in the Equality Act 2010.

We follow the Jigsaw PSHE scheme of work, which we commenced in September 2020

RSE - see RSE Policy

Information to Parents

The school operates an open-door policy and parents are kept informed about curriculum matters through the weekly letter (The Griffin), parents' evenings and regular reports.

Informative Welcome Evenings are held for each form group at the beginning of the academic year, affording parents the opportunity receive specific information about homework and our reporting systems.

In the Spring Term, we hold an evening for the parents and pupils of Year 8 (Lower IV) to discuss their option choices. The accompanying Options Booklet sets out the key information necessary for pupils and their parents to make choices for Year 9 (Upper IV). It can be accessed and downloaded from the School website.

Teaching the curriculum

The curriculum is taught in class groups by class teachers from R – Year 6.

Specialist teaching takes place throughout the Junior School in the following subjects:

- ◆ Science
- ◆ French/Spanish/German
- ◆ Music/Drama
- ◆ Art
- ◆ PE
- ◆ DT
- ◆ IT

Specialist teaching takes place in all subjects throughout the Senior School.

Throughout the school opportunities will be taken to extend the curriculum through:

- ◆ visitors – including artists, poets, actors, musicians
- ◆ the use of the school grounds, the locality and the wider environment
- ◆ educational visits
- ◆ support of parents

Beech Hall will aim to prepare its pupils well for the next stage in their education. Links are well established between each learning phases – from the Nursery upwards to ensure that pupils are well prepared for their next move.

As a fundamental part of our broad and balanced curriculum, we aim to teach our pupils about safeguarding issues (see Safeguarding and Child Protection Policy) - through discussion work in such subjects, although not

exclusively, as PSHE, visiting speakers from the police/fire service, themes in assembly and the use of the following websites:

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Be Internet Legends(https://beinternetlegends.withgoogle.com/en_uk)

In the Junior School planning aims to link curricular areas to help pupils see the relationships between each subject.

Literacy and numeracy skills are used throughout all subjects where appropriate. IT will be used to present work, research information and present data in many curriculum areas

Provision for all pupils (See Education & Welfare Provision)

Teachers plan to meet the needs of all pupils, including those pupils with an EHCP by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. Gifted children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities.

Learning Support

Our curriculum provision enables all pupils to have the opportunity to learn and make progress including those with educational special needs. The school has a trained Director of Inclusion (Mrs S Fern), whose role is to support staff in identifying pupils' difficulties, plan teaching strategies, liaise with parents and outside agencies and to co-ordinate any extra help that may be required. An individualised teaching programme is devised, appropriate to the child's age and stage of development. Where a pupil has a statement or EHCP the education provided will fulfil the requirements of that statement or plan and will be reviewed annually. We work closely with specialists and professionals to ensure that every pupil's needs are met.

Careers

Careers guidance is provided by a number of outside agencies, speakers and advisers. The school supports the organisation of work experience for Year 10 (Lower V) pupils and fully supports the Year 11(Upper V) pupils as they move into Higher Education and the careers of their choice. School also provides a parents' evening to support Sixth Form choices and advice on how to apply and provide guidance on expected grade requirements.

(A useful resource is: Careers guidance and inspiration in schools – March 2015 – updated April 2017)

Extra-Curricular Activities (See Co-Curricular Policy)

The curriculum will be further enriched with extra-curricular activities. Pupils of all ages have the opportunity to be involved in the wide range of activities offered at the start of each half-term. This provision is designed to broaden their experience and improve their skills and knowledge. Pupils will have the opportunities to participate in activities that may be closely related to the subjects they study during the day, for example in a drama group or sports team, or may be open to a totally new experience.

Homework

Homework will form an important part of the curriculum. Subject plans will contain information on homework to ensure that it is worthwhile. Whilst a percentage of homework will be concerned with reinforcement of learning, pupils will also be encouraged to research information, solve problems and further develop their independent learning skills. It will follow an agreed timetable – distributed at the start of the Michaelmas Term

Assessment and reporting

Assessment is an essential part of the teaching process. Regular assessments are made of the pupils' work to establish a level of attainment and to inform future planning. Staff use assessment information to monitor the progress of individual pupils and the SLT uses it to monitor how effective the teaching and curriculum is. Our procedures are defined in the Assessment Policy.