

ASHDOWN HOUSE CURRICULUM POLICY

Reviewed February 2017

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Reviewed September 2019 (CH)

THE CURRICULUM

(Updated by PM – August 2019)

Curriculum Objectives

At Ashdown House we strive to achieve the following curricular objectives:

To encourage every pupil to make the most of his/her intellectual potential by:

- a. creating rigorous learning experiences and promoting high standards of achievement and equal opportunities for all pupils of all abilities, irrespective of their gender, background, race or religious belief
- b. creating lively and stimulating environments which enhance their powers of learning and reasoning
- c. delivering a broad curriculum in order to provide intellectual, moral, spiritual, emotional, cultural and physical education of the highest quality
- d. promoting a positive approach to learning and equipping the pupils with the skills necessary to become lifelong independent learners
- e. offering expert and rigorous teaching to all pupils regardless of their academic level
- f. supporting those with learning difficulties and challenging and stretching the more able
- g. ensuring that pupils are equipped with appropriate study skills to be able to evaluate, reflect on and manage their own learning.

In addition the curriculum aims to develop individuals by:

- a. providing experiences of a wide range of age appropriate activities (Art, DT, Music, Drama, Dance, Sport etc.) so that pupils can discover an interest and talent outside the classroom
- b. encouraging every pupil to be thoughtful, sympathetic and tolerant of others whilst developing the self-confidence to express and defend ideas and opinions
- c. enabling pupils to develop a respect for themselves and high self-esteem and to be able to live and work co-operatively with others

- d. developing in pupils a respect for other people, their property and their environment
- e. helping pupils to become physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life

Implicit in these curricular objectives are the aims and objectives of Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (in accordance with *the Casey Review* published December 2016)

Specific curriculum regulatory matters

a. The school provides full-time supervised education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

b. Lessons are well planned, enabling pupils to acquire speaking, listening and numeracy skills at a pace appropriate to their needs.

c. The language of instruction (written and spoken) in all lessons is English. Where pupils do not have English as their first language, appropriate help and guidance is given in accordance with guidelines provided in the schools EAL policy which can be found on the website.

d. A programme of personal, social, health and economic education (PSHEE) is provided for all pupils. This programme reflects the school's aim and ethos; and encourages respect for other people

e. Pupils at Ashdown House are prepared for a future beyond school, at their senior school and beyond, and thus are given age appropriate careers guidance, in a number of ways. This guidance is presented in an impartial manner, usually through the PSHEE curriculum, enabling pupils to begin to

make informed choices about a broad range of career options and helping to encourage them to fulfil their potential.

f. Pupils are encouraged and expected to learn and make good progress; they are given opportunities to facilitate this via the curriculum provided. At Ashdown House this is monitored departmentally, by the Director of Studies, the SENCO by use of standardised tests and via reports (monitored by class teachers) and sent to parents at regular intervals (see below). For further information, please refer to the *Assessment Policy*.

g. The curriculum is designed to enable pupils to develop individual talents and interests and to help to prepare them for opportunities, responsibilities and experiences of life in British society.

h. The curriculum contains subject matter appropriate for the ages and aptitudes of pupils, including those with specific learning difficulties and any with an Education, Health and Care (EHC) plan. Where appropriate, the curriculum in the EYFS follows the learning and development requirements set out in the EYFS Statutory Framework, comprising the seven areas of learning and development, the educational programmes, the early learning goals and the assessment requirements.

i. Where a pupil has an EHC plan an Individual Education Plan (IEP) will be provided by the SENCO in accordance with the Local Authority guidelines. Please see the *Learning Support Policy* for further information

j. The school enjoys a substantial reputation as an academic institution. We are not only concerned with scholarships or obvious awards, but we remain keen to stretch the children as far as they can comfortably manage, but at the same time accept that making mistakes is part of the learning process.

Key Skills

Heads of Department decided on some whole school key skills to promote across the curriculum. These include:

- Collaboration;
- Analyzing;
- Evaluating;
- Problem solving/investigation;
- Independence
- Decision making;
- Perseverance;
- IT skills

Pupils' Achievement and Personal Development

As with all areas of school life, the Curriculum is designed to promote and facilitate pupils' achievement and personal development. Individual departmental policies comment on how the following are met:

A1 – Exam results and change in attainment over time
A2 – Knowledge, skills and understanding
A3 – Communication
A4 – Numeracy
A5 – ICT
A6 – Study Skills
A7 – Academic and other achievements
P1 – Self-understanding
P2 – Decision making
P3 – Spiritual understanding
P4 – Moral understanding and responsibility for own behaviour
P5 – Social development and collaboration
P6 – Contribution to others, the school and the community
P7 – Respecting diversity and cultural understanding
P8 – Staying safe and keeping healthy