



QUINTON HOUSE SCHOOL

# Curriculum Policy

The curriculum should inspire and challenge all learners and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on pupils' experiences helping them to become successful learners, confident individuals and responsible citizens.

OCTOBER  
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## **Introduction**

This document is a statement of the aims, principles and strategies for the delivery of the curriculum at Quinton House School.

## **Aims and Objectives**

The curriculum should inspire and challenge all learners and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on pupils' experiences helping them to become successful learners, confident individuals and responsible citizens.

The curriculum allows pupils to develop;

- a love for learning;
- the confidence to express themselves fully;
- a sense of caring for one another in their actions and deeds;
- their self esteem and self worth;
- the skills necessary to progress purposefully to the next stage in their development;
- the literacy skills necessary to be able to communicate effectively in spoken and written English as well as being able to use those skills in a broader context;
- the numeracy skills necessary to tackle a range of practical tasks and real life problems;
- investigative skills and a knowledge of strategies designed to overcome practical problems;
- knowledge of a broad range of subjects.

## **Principles Underlying our Curriculum**

We aim to deliver a curriculum that allows pupils to:

- Experience a range of teaching styles.
- Utilise a range of learning styles and intelligences.
- Learn to work systematically, independently and co-operatively.
- Learn through practical activities and discovery
- Be provided with challenging work, appropriate to their abilities
- Have access to a wide range of activities and resources
- Be introduced to a broad range of subjects and knowledge

## **Strategy for the Delivery of the Curriculum**

It is our aim that lessons are delivered paying careful attention to the individual and their preferred learning styles.

## **National Curriculum**

The School's policy is to regard the National Curriculum as a starting point, to adhere to it and to add to it as appropriate. The School's timetable reflects, in its allocation of time to English, Mathematics and Science, the importance given to core subjects.

It is the School's policy not to enter pupils for SATs at KS1 and KS2.

## Curriculum Development

The School's curriculum will necessarily develop in line with NC changes, but may also develop for other reasons. Curriculum development occurs through the process described above; where developments occur which may affect other areas of the school, the Deputy Head (Seniors) and/or Head of Juniors will call a meeting of those teachers who may be affected.

## EYFS

### Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS Statutory Framework, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a Key Person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

## Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write long term and medium term plans using the EYFS Statutory Framework based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Head of EYFS. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Quinton House School and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS Statutory Framework.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

### **Key Stage 1 (Q1 –2)**

Mathematics, English, Science, Art, Drama, ICT, Music, PSHEE, Physical Education and Religious Education.

### **Key Stage 2 (Q3 – 5)**

Mathematics, English, Science, Art, Computing, Drama, French, Geography, History, Music, PSHEE, Physical Education and Religious Education.

### **Key Stage 2 (Q6)**

Mathematics, English, Science, Art, Computing, Drama, Food Technology, French, German, Geography, History, Music, PSHEE, Physical Education and Religious Education.

### **Key Stage 3 (Q7 – 8)**

Mathematics, English, Science, Art, Computing, Design Technology, Drama, Food Technology, French, German, Geography, History, Music, PSHEE, Physical Education and Religious Education.

### **Key Stage 3 (Q9)**

Mathematics, English, Science, Art, Computing, Drama, Food Technology, French, German, Geography, History, Music, PSHEE and Physical Education.

### **Key Stage 4 (Q10-11)**

All pupils will be entered for the core areas of our curriculum. These are English, English Literature, Mathematics, Chemistry, Physics, Biology. The School will assist pupils in making decisions regarding triple and double award science.

Options: Art, Business Studies, Computing, Drama, Food Technology, French, German, Geography, History, Music, Photography, Physical Education, Psychology.

### **Key Stage 5 (Q12-13)**

Pupils in Q12 prepare for three or four A Levels. Pupils opting for four subjects usually drop one at the end of Q12 and certificate this subject as an AS Level.

Option subjects offered: Art, Biology, Business Studies, Chemistry, Computing, Drama, English Language and Literature, French, German, History, Mathematics, Further Mathematics, Music, Photography Physical Education, Physics and Psychology.

All pupils are prepared for for AS-level General Studies.

All pupils are involved in a programme of Physical Education.

Pupils may also chose to take the Extended Project Qualification.

Curriculum Diagrams 2016-17

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Reception	Numeracy		Phonics				(30 min Twaekondo) Writing Story		Art/Food	Library	Child Led		Topic		Music	PE	PSHEE	Assembly												
Year 1	Maths		English								Science	Drama	Music	Art	RE	Topic	ICT	PE	PSHEE	Assembly										
Year 2	Maths		English								Science	Drama	Music	Art	RE	Topic	ICT	PE	PSHEE	Assembly										

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Year 3	Maths		English				Science		History	Geography	RE	Computing	Music	Drama	Art	French	PE	Games	PSHEE	Assembly										
	2 sets		2 sets				Science		History	Geography	RE	Computing	Music	Drama	Art	French			PSHEE	Assembly										
Year 4	Maths		English				Science		History	Geography	RE	Computing	Music	Drama	Art	French	PE	Games	PSHEE	Assembly										
	2 sets		2 sets				Science		History	Geography	RE	Computing	Music	Drama	Art	French			PSHEE	Assembly										
Year 5	Maths		English				Science		History	Geography	RE	Computing	Music	Drama	Art	French	PE	Games	PSHEE	Assembly										
	2 sets		2 sets				Science		History	Geography	RE	Computing	Music	Drama	Art	French			PSHEE	Assembly										
Year 6	Maths		English				Science		French	German	Geography	History	RE	Music	Computing	Drama	Art	Food	PE	Games	Assembly	PSHEE	Assembly							
	2 sets		2 sets				2 sets		French	German	Geography	History	RE	Music	Computing	Drama	Art	Food			PSHEE	Assembly								

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Year 7	Maths		English		Science		French		German		Geography	History	RE	Drama	Music	Food	Art	DT	Comp.	PE		Games		PSHEE	Assembly	PSHEE	Assembly						
	2 sets		2 sets		2 sets		French		German		Geography	History	RE	Drama	Music	Food	Art	DT	Comp.	DT	Comp.	DT	Comp.	DT	Comp.	DT	Comp.						
Year 8	Maths		English		Science		French		German		Geography	History	RE	Drama	Music	Food	Art	DT	Comp.	PE		Games		PSHEE	Assembly	PSHEE	Assembly						
	2 sets		2 sets		2 sets		French		German		Geography	History	RE	Drama	Music	Food	Art	DT	Comp.	DT	Comp.	DT	Comp.	DT	Comp.	DT	Comp.						
Year 9	Maths		English		Science		French		German		Geography	History	History	History	Food	Art	Music	Comp.	Art	Music	PE		Games		PSHEE	Assembly	PSHEE	Assembly					
	3 sets		3 sets		3 sets		French		German		Geography	History	History	History	Food	Art	Music	Comp.	Art	Music	Comp.	Art	Music	Comp.	Art	Music	Comp.	Art	Music	Comp.	Art	Music	



Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Year 10	Maths		English			Science			<b>Science</b>		<b>A</b>		<b>B</b>		<b>C</b>		Games	PSHEE	Assembly											
	3 sets		3 sets			3 sets			Triple Study Support	Business Food Geography German History Music	Art French Geography PE	Business French History Photography Psychology																		
Year 11	Maths		English			Science			<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		Games	PSHEE	Assembly											
	3 sets		3 sets			3 sets			Psychology German ICT PE Food Geography	History French German Music	French Food Geography ICT Business	History Drama Business Art PE																		

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
Year 12 10 pupils	<b>A</b>			<b>B</b>			<b>C</b>			<b>D</b>			<b>E</b>			PSHE	Games	Assembly	General Studies															
	History			Maths			Physics			Chemistry			Biology																					
	Further Maths			Psychology			German			Business Studies			Government & Politics																					
							PE			French			Art																					
Year 13 8 pupils	<b>A</b>			<b>B</b>			<b>C</b>			<b>D</b>			<b>E</b>			PSHE	Games	Assembly	General Studies															
	Maths			Psychology			EAL			PE			Chemistry																					
	Food			Physics						Art			Business Studies																					