



BASSETT HOUSE

SCHOOL

CURRICULUM POLICY

October 2022



CURRICULUM POLICY

Introduction

This policy describes the framework for the academic curriculum and constitutes the first point of reference for all academic subject policies.

Regulatory context

This policy has been written with due regard to the following paragraphs of The Independent School Standards (2019) Part 1:

- a) the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan (education, health and care plan); they 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.
- b) the full-time supervised education for pupils of compulsory school age (Education Act 2011), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- c) the acquisition of speaking, listening, literacy and numeracy skills;
- d) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- e) personal, social, health and economic education, which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- g) all pupils have the opportunity to learn and make progress, and effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- h) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- i) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- j) involves well planned lessons and effective teaching methods, activities and management of class time;
- k) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- l) demonstrates good knowledge and understanding of the subject matter being taught;
- m) utilises effectively classroom resources of a good quality, quantity and range;
- n) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- o) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- p) does 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;
- q) does not discriminate against pupils contrary to Part 6 of the 2010 Equality Act.
- r) The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Revised 01/10/2022

Next review: 01/10/24



Policy context

The curriculum policy should be read in conjunction with the following Bassett House School policies:

Bassett House School	
Admissions	Pastoral care
Assemblies	Planning procedures
Assessment, recording and reporting	Schemes of work
EYFS	SEN
EAL	<u>Subject policies:</u>
Educational visits	Art & Design and technology
Equal opportunity and cultural diversity	Computing
Ethos and aims	English
Health and safety	Geography
Homework	History
IT	Latin and Classical studies
Inclusion	Mathematics and Reasoning
Library	Music
Marking and feedback	PSHE
More able and talented	Physical education
Presentation of work	Religious education
Spiritual, moral, social and cultural development	Relationships and Sex Education (RSE)
	Drama
	Horse Riding
	Spanish



Aims

The aims of the curriculum at Bassett House are aligned with aims in the ethos and aims policy:

- to offer a broad-based curriculum, including extra-curricular activities, in order to facilitate the acquisition of appropriate knowledge and skills;
- to provide supportive teaching and challenging work, which takes into account the progress and individual needs of children;
- to equip pupils with the necessary skills for the future to become active, confident and responsible members of a rapidly developing society;
- to enable all pupils to reach their potential across all areas of the curriculum thereby becoming learners who value learning with, and from, others and who develop a positive attitude to learning;
- To teach that mistakes are not failures and use these as teaching opportunities.

Curriculum Sources

The curriculum has been devised with reference made to the following frameworks, syllabi and entry requirements of certain senior schools:

- Early Years Foundation Stage Statutory Framework (September 2021);
- National curriculum in England - Key stages 1 and 2 framework document (May 2015);
- Independent Schools Examinations Board syllabi for common entrance examination at 11+ (2014);
- The academic entrance requirements of independent senior schools, including those in the North London Independent Girls Schools' Consortium (2022)

Organisation

The curriculum is organised into three stages, corresponding to national stages of education defined in the Education Act 2011 and the Childcare Act 2006.

Stage	Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)
Ages	3 - 5	5 - 7	7 - 11
Year groups	Nursery Reception	Form One Form Two	Form Three Form Four Form Five Form Six



Curriculum subjects

Early Years Foundation Stage

The Early Years Foundation Stage curriculum is shaped by the seven areas of learning outlined in Statutory framework for the Early Years Foundation Stage (2021):

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Key Stage One and Key Stage Two

The curriculum for Key Stage One and Key Stage Two includes the following subjects, taking the National curriculum in England - Key Stages 1 and 2 - framework document as the point of departure:

Core subjects	Foundation subjects
English	Art
Mathematics	Computing
Science	Geography
Personal, Social, Health, and Economic education (PSHE)	History
Relationships and Sex Education (RSE)	French
	Spanish
	Latin and classical studies (Forms Four to Six)
	Music
	Physical education
	Religious Education
	Verbal/Non-Verbal reasoning (Forms Three to Six)
	Handwriting (Forms One to Four)
	Drama
	Horse Riding
	Phonics (Forms One and Two)
	Guided Reading (Forms One to Three)



Time allocation (appendix A)

The headmistress and director of studies/assistant head (curriculum), in consultation with the senior leadership team, distribute the weekly time allocation for each subject in order to promote the aims of the curriculum policy.

Planning

Schemes of work for each subject area are based on the Statutory Framework for the Early Years Foundation Stage or the National curriculum in England - Key stages 1 and 2 framework. Documents are sourced or devised and their use agreed by the director of studies/assistant head (curriculum) and subject co-ordinators. The curriculum planning process is organised into three steps:

- a) Long-term plans (curriculum maps) for each subject area are drawn up by form teachers and specialist teachers to summarise the schemes of work. A degree of selection may occur with regard to the most appropriate topics to teach in each year group at this stage, and additional topics may be added in order to enable gradual preparation for entrance examinations;
- b) Medium-term plans (termly) for each subject area are written by form teachers and specialist teachers, making reference to the schemes of work, curriculum maps and using resources that enable the lesson content to be defined concisely;
- c) Daily Resources (weekly) are created on a weekly basis by form teachers and specialist teachers, making reference to the medium-term plans and using resources that enable the lesson content to be defined in more detail, and differentiated.

Monitoring

The director of studies/assistant head (curriculum), in collaboration with subject co-ordinators, key stage co-ordinators and the senior leadership team, is responsible for monitoring curriculum standards at each stage of the curriculum planning process. Curriculum planning is monitored in accordance with the following schedule:

Annually	Termly	Weekly
Curriculum maps	Medium-term plans	Resources

Curriculum planning is monitored in relation to the following criteria:

- Adherence of weekly planning to long-term and medium-term planning;
- Differentiation;
- Parity of standards between parallel classes.



The curriculum is monitored in its relation to teaching and learning by means of formal lesson observations and scrutiny of work, conducted by the senior leadership team (BHS teaching and learning policy). Informal monitoring of the curriculum occurs in the form of peer lesson observations and scrutiny of work.

Equal opportunities

The curriculum supports equal opportunities for all pupils, with particular regard to the protected characteristics of the Equality Act 2010.

The curriculum accommodates the ages, aptitudes and needs of all pupils, including any pupils with an EHC plan (education, health and care plan), chiefly through the inclusion of age-appropriate content that may be differentiated by teachers when lesson-planning.

- The needs of children identified as having SEND, MA&T children and EAL children are considered when differentiating curriculum content.

British values

The curriculum has due regard to the fundamental British values of: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Examples from the curriculum include learning about democracy in the PSHE curriculum and learning about world religions in the religious education curriculum.

Roles and responsibilities

The Governors

The governors will ensure that the advice of the headmistress is considered when approving the curriculum policy and that they are actively involved in decision making regarding the breadth and balance of the curriculum.

The Headmistress

The headmistress ensures that all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives that reflect the aims of the school and accommodate the ages, aptitudes and needs of all pupils.

Director of Studies/Assistant Head (curriculum)

The director of studies/assistant head (curriculum) is responsible for the overall organisation, implementation and monitoring of the curriculum in accordance with this policy, in consultation with subject co-ordinators.

Subject co-ordinators

Subject co-ordinators oversee the planning and delivery of the curriculum in relation to their subjects, and submit annual plans for development for their subjects to the director of studies/assistant head (curriculum). Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

Form teachers and subject specialists

Form teachers and subject specialists plan and differentiate the curriculum on a weekly basis and deliver the curriculum on a daily basis.