



Curriculum Policy

Introduction

The curriculum we offer at Aldwickbury is broad, varied, well-balanced and challenging. It encompasses academic lessons, and is supplemented by the creative arts as well as physical activities. It also includes a wide range of extra-curricular opportunities that the school offers in order to enrich the experience of our boys. The “hidden” curriculum helps our boys learn from the way they are treated and expected to behave.

Philosophy

At Aldwickbury we believe that all boys should feel secure, cared for and respected. The atmosphere is encouraging and positive so that academic and social progress is evident. The learning environment is challenging and stimulating; independent thinking is encouraged.

Through our Aldwickbury Values we help the boys to become responsible members of this, and indeed any community. Our broad curriculum prepares our boys to be active and confident participants in the rapidly changing world.

Aims

For our boys we aim

- to provide high standards of teaching so that all boys achieve their potential
- to encourage the boys in becoming independent learners, able to think for themselves
- to provide a broad and balanced curriculum which all boys will enjoy and benefit from
- to build self esteem, respect and a sense of belonging through a wide range of opportunities both inside and outside of the classroom
- to provide opportunities for the boys to live out the Aldwickbury Values, which are broadly based in the Christian faith, developing them as their own
- to encourage the boys to take full advantage of every opportunity that is presented to them

Our curriculum

The curriculum at Aldwickbury:

- prepares boys for senior school transfer at 13+ and also gives them the confidence to achieve success in their future lives
- develops skills in speaking, listening, literacy and numeracy

- provides boys with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- provides subject matter appropriate for the ages and aptitudes of all boys allowing them all to have the opportunity to learn and make progress. This includes the more able
- ensures that boys with an individual learning plan (ILP) are given the best possible education which fulfils the requirements of said ILP, and that an appropriate level of support is provided
- provides personal, social and health education which reflects the school's aims and ethos
- provides boys with (age-appropriate) opportunities to develop useful knowledge about the world of work and the opportunities, responsibilities and experiences of adult life whilst developing the skills they will need to be successful
- provides a large number of extra-curricular activities which enrich and broaden the education of the boys

Pre-prep (Reception to Year 2)

Since October 2012 we are now exempt from the Learning and Development requirements of the EYFS framework.

In Reception our boys follow a differentiated programme of activities which meets the educational needs of the boys in relation to personal, social and emotional development, communication and language, physical development, literacy, language, mathematics, understanding the world and expressive arts and design. We recognise that the partnership with the boys and their parents and a smooth transition from their feeder nurseries is vital in preparing and delivering the best curriculum for the boys.

In Year 1 and 2 the boys study core academic subjects of English, mathematics and science, as well as PSHCE, humanities, French, art and design, physical education, information, communication technology and music. Specialist teachers teach music, French and games to Year 1 and 2 boys.

Trips and workshops are an important part of the boys' learning provision; helping to support the curriculum outside the classroom. Where possible we use our extensive grounds for play, learning and enjoyment of life.

The boys develop their confidence in speaking and listening through sharing assemblies and a range of performances and recitals throughout the year.

Junior Department (Years 3&4)

The wide range of subjects taught in the Junior Department includes maths, English, science, ICT, history, geography, religious studies, French, music, art, verbal reasoning and PSHCE. Subjects such as music, design technology and drama, overseen by specialist teachers, are

now also part of the curriculum: formerly they had been incorporated as a carousel of activities.

Several day or half-day trips are arranged for each year group, to complement topics and help bring learning to life. Off-curriculum days are held to allow the boys to focus in depth on a particular subject.

Boys have a daily games session and matches are played against other schools.

Boys gain confidence with performing, with both year groups putting on a play or recital each year, as well as participating in the Christmas Celebration and other chapel events.

Year 5 to 8

Throughout the next four years we continue to ensure that all boys acquire the essential skills and knowledge to fulfil their true potential. In the last two years, the syllabus is designed to prepare boys for a wide variety of senior schools. Preparation for reasoning tests is included in this programme.

The curriculum remains broad and Latin is offered to all boys from Year 6, and an option of a second modern foreign language (German/ Spanish) is introduced in Year 7, after some taster lessons in Years 5 and 6.

Individual needs are met through a flexible approach to setting, streaming or mixed ability teaching from Year 6. In Year 8 we create a scholarship group.

There is increased specialist teaching. DT is added and the boys have games every day, with more matches for all boys.

In addition, a wide range of stimulating and challenging cross-curricular activities including competition events and trips aim to further enhance our boys' learning opportunities and experience in and outside the classroom. They may include drama productions and plays, recital concerts, national mathematics challenges, poetry competition, section competitions and various sports events. Leadership and citizenship are major focuses in the last two years of the school and the school has a strong system in place to give boys experience of greater responsibility whilst improving vital transferable skills in these areas, preparing them for life at secondary school and beyond.

Linked policies

This policy should be read in conjunction with other documentation such as :

- Schemes of work for each academic subject
- Learning support handbook
- Gifted and talented policy
- Prefects and Monitors structure
- Extra-curricular activities documentation
- Prep policy

Monitoring of the curriculum

It is part of the remit of the Academic Committee to review and plan the curriculum. Heads of Department choose the most suitable specifications for delivery of the curriculum and are responsible for producing the Schemes of Work for each year group in their subject. The Deputy Head and Director of Studies monitor the delivery of the curriculum with the help of the Academic Committee and Heads of Department.

Staffing needs are reviewed annually by the Headmaster when the composition of the current year is considered and projections made for the following year.

Deputy Head

February 2013

Director of Studies

Reviewed October 2015