



Curriculum Policy (A3)

Scope:	Whole School
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Authors:	Deputy Head Academic and Director of Studies Magdalene House
Reviewer:	Deputy Head Operations
Approval body:	Risk and Governance Committee of the Board of Governors

Linked documents

This policy should be read in conjunction with the:

- Admissions Policy (A1)
- SEND Policy (A2)
- Behaviour Policies (A4)
- PSHCE Policies (A5)
- Safeguarding Policy (A6)
- e-Safety Policy (A8)
- SEND 3Year Accessibility Plan (A15)
- Equal Opportunities and Diversity Policy (Internal)
- MHPS Staff Handbook (Internal)
- MHPS Marking Policy (Internal)
- MHPS Academic Assessment, Recording and Reporting Policy (Internal)
- MHPS Teaching and Learning Guidelines (Internal)
- Educational Visits Policy (Internal)
- School guidelines 'Improving accessibility to the curriculum for pupils with SEND' (Internal)

Acronyms

CAT	Cognitive Abilities Test(s)
DoS	Director of Studies Magdalene House
EAL	English as an additional language
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage (Reception Class)
GL	Granada Learning
KS1	Key Stage 1
KS2	Key Stage 2
LEA	Local Education Authority
LSA	Learning Support Assistant
MHPS	Magdalene House Preparatory School
NNC	New National Curriculum
PASS	Pupil Attitudinal Survey
PDR	Professional Development Review
PHSCE	Personal, health, social, citizenship and economic education
SDHMH	Senior Deputy Head Magdalene House
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
WGS	Wisbech Grammar School

Roles

Senior Deputy Head of Magdalene House	Mrs Keryn Neaves (KN)
Deputy Head Academic, Senior School	Mr Mike Forrest (MLF)
Director of Studies for Magdalene House	Mrs Tina Crawley (TMC)

Availability

This policy may be viewed on the School website, and a printed copy is available on request from the School Office/Pupil Services Team/Magdalene House Reception.

Introduction

Wisbech Grammar School delivers a traditional, yet progressive, curriculum for children from 4 to 18 years. It is based on the National Curriculum but goes beyond this to provide a broad education for all pupils, while allowing increasing specialisation as pupils move through the school.

We aim to offer an 'All-round Education That Inspires'. This is achieved through our carefully designed, varied and stimulating curriculum which in conjunction with the extensive range of extra-curricular activities available enables every child to fulfil their potential in the security of a caring, friendly atmosphere.

Magdalene House is the Prep School for Wisbech Grammar School and provides full-time education for children from Reception to Year 6 (4-11 years).

Policy Statement – Magdalene House

The curriculum is designed to enable children to journey purposefully, confidently and happily on the road to becoming effective learners for life; intellectually curious, thoughtfully tolerant, morally and spiritually aware.

The New National Curriculum (NNC) forms the basis of, but does not dictate our lesson plans. Our curriculum is designed to meet children's needs by developing their linguistic, mathematical, scientific, technological, aesthetic, creative, spiritual, moral and physical characteristics and abilities. The Personal Social Health and Citizenship Education (PSHCE) curriculum supports the School's commitment to a collaborative and mutually supportive community promoting Fundamental British values and non-discrimination on the grounds of Protected Characteristics.

Reception class pupils (EYFS) are offered a stimulating, broad and balanced Foundation Stage Curriculum based upon the British Association for Early Childhood Education document 'Development Matters'. From Prep 1 to Prep 6 the New National Curriculum content is used as a basis for Teaching and Learning. The decision to adopt the NNC is a recent one, therefore, schemes of work are in the process being updated. The current mixture of newer published and previous schemes necessitates a 'transition phase' from 'old' to 'new'. Scheme completion date is end of the Trinity Term 2017.

Subject schemes provide material appropriate to pupils' ages and abilities, and teaching is differentiated as necessary to provide appropriate learning opportunities to all pupils whatever their ability. We believe very strongly in the promotion of literacy and numeracy skills and to aid this some aspects of Maths and English are streamed/ability grouped from Prep 4 upwards thus extending the differentiation that already takes place. A variety of teaching methods are used to reflect individual learning styles and encourage independence.

In addition, curricular activities are carefully planned and organised to further enhance the pupils' experience, for example:

- Class sizes are such that individual attention can be given to pupils.
- Every class has access to a TA enabling 1:1 or small group support.
- Pupils are taught by Senior School subject specialists in Sports, Music and Modern Foreign Languages (French, German and Spanish).
- In Prep 5 and 6 pupils are taught in laboratories by a Science specialist.
- Pupils have access to a wide range of Senior School resources e.g. computing rooms, music, drama and sports facilities, laboratories and laboratory equipment.
- Opportunities are provided in school for participation (along with older pupils) in nationally recognised programmes such as the Junior Maths Challenge.
- Pupils from Prep 2 upwards are supported in school with covering relevant syllabus requirements so they can sit English Speaking Board (ESB) Examinations
- Junior pupils have the opportunity for small group tuition from Senior School specialists in preparation for Trinity College Performing Arts Awards in Speech, Drama, and Communication Skills.
- Pupils have the opportunity for individual instrumental lessons and can sit Trinity College Music Exams.
- Regular sporting fixtures (both home and away) are organised for pupils in Prep 3-6.
- There are opportunities for participation in regional and national sporting events and competitions (on qualification).

- There is the opportunity for MHPS pupils to work alongside Senior School pupils in a range of contexts thereby enriching their learning experiences.
- An extensive programme of field and day trips, along with residential visits add breadth and depth to the curriculum as does the varied range of extra-curricular activities.

Alongside knowledge and skills, we recognise the development of positive learning attitudes is a vital characteristic in enabling pupils to progress to their full potential. From Trinity 2017 we will be introducing 'Building Learning Power'. This is a programme (pioneered by Professor Guy Claxton) which emphasises the importance of developing positive learning dispositions/habits by explicitly teaching about them during lessons.

Assessment

At key points during the year, there are formal assessments of learning when pupils' performance is measured against appropriate personal, school and national expectations. A suite of on-line standardised assessments (The GL Assessments Complete Digital Solution) is employed for this purpose. Comprising of a bank of tests in the core curricular areas of English, Mathematics and Science and including specific Reading and Spelling tests these assessments provide in-depth information which aids the teaching and learning progress and helps to track pupils' attainment. Tests are carried out from Reception (EYFS Baseline) up to Prep 6, and the majority of these are administered on-line. A cognitive abilities test (CAT) is used at the start of the year for Prep 4, 5 and 6 in order to provide additional information about pupil potential. From September 2016 a pupil attitudinal survey (PASS) will also be introduced. Summary assessment results of all tests are passed on to the following class teacher(s) to ensure progress and continuity for the individual pupil.

Reporting to Parents

Pupils' progress is monitored and assessed carefully throughout the school by teaching staff, and this process is overseen by the DoS. Written reports in the Michaelmas and Trinity terms and Parent/Teacher Consultations in the Michaelmas and Lent terms enable parents to be regularly informed of their child's individual progress. In Prep 4, 5 and 6 the results of the baseline CAT tests taken in the Michaelmas Term are sent to parents and can be discussed at consultation evenings. Additionally, from Prep 4 onwards the end of year results for the Reading, English, Maths, Spelling and Non-Verbal tests are appended to the Trinity Term parental report. Parents of Reception pupils are regularly updated with their child's progress towards the Early Learning Goals and given the summary results in the Trinity Term.

Half termly class visits have been organised throughout MHPS. This gives parents the opportunity to visit the classroom and view their child's books and other displayed work. Class Teachers are always happy to meet or be contacted by parents to discuss the progress of their children in the first instance. The DoS and SDHMH are also available to be contacted on such matters if necessary.

Needs of Learners

The school is committed to achieving the best possible outcomes for all pupils as academic learners and to meeting the academic needs of each pupil at a level appropriate to individual ability.

Classroom activities are differentiated where necessary in order to value individual strengths and support individual difficulties. A variety of teaching methods and styles are employed in the pursuit of this aim. From September 2016 streaming and specific grouping has been introduced in Prep 4, 5 and 6 in some aspects of English and Maths. We see this as an extension of the differentiation already applied within lessons, and it involves pupils being ability grouped in relation to their GL exam results and other assessments. The groups are

not intended to be static and decisions will be made from regular assessments and reviews as to where pupils should be placed within the groups. When pupils are not streamed they are taught in their registration groups with class teachers or a specialist teacher.

Pupils who have been identified as having outstanding ability are provided with extension and enrichment opportunities within individual subjects, and this is carried out in a variety of ways. Additional enrichment activities are also available through our extensive clubs programme. For those needing infrequent additional support, one-to-one help is given in class by the Teaching Assistant or Class Teacher.

For those who have been identified as requiring intervention to aid their literacy skills, individual or paired sessions take place in the Learning Support Room. These sessions are carried out by a teacher qualified to work with children with specific learning difficulties. Use of a dyslexia screener at assessment for admission to the school or at the start of Prep 3 aids the identification of these pupils. There is also opportunity for pupils who have been identified as having problems in Mathematics to receive additional support in the Learning Support Room with teachers experienced in the use of the Numicon programme. From September 2016 a Dyscalculia Screener has been introduced to aid identification of those individuals who experience difficulties in Mathematics.

For those pupils who have been admitted to the school and have a statement/EHC plan, the appropriate curricula, plans and schemes of work are provided along with the necessary adjustments in order to take account of the needs/aptitudes of the individual, ensure effective learning and enable progress according to ability. Support within the class that is provided by LSAs and TAs is carefully planned in conjunction with the class teacher and SENCo. Regular review meetings with the relevant teacher, LSA, SENCo and parents take place to ensure fulfilment of the pupil's statement/EHCP and provide information for future action/ planning and development.

Where it is deemed necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with the parents of the child and with the involvement, if necessary, of the appropriate external agencies. Due regard is given to the SEND 3 year accessibility plan, and school SEND guidelines (the latter of which details ways in which to adapt and differentiate resources) in addressing these matters.

Pupils with English as an additional language (EAL) may well have no particular learning difficulty in the sense that they have special educational needs. They are, in fact, in a position similar to that of any pupils learning a language other than their mother tongue. For pupils who have English as an additional language we endeavour to provide:

- a welcoming environment in which children can feel confident and can contribute in English
- effective models of spoken and written language within the class and school in general and
- differentiated activities as required.

We recognise the role played by the first or home language in the development of English. Most children's difficulties can be remediated by in-class support (e.g. help with tense and sentence structure). If required, external agencies specialising in EAL can provide assessment and support lessons. Information about such additional support can be supplied by the SENCo.

Subject Leaders

Each subject has a leader(s) who is responsible in consultation with the Senior Deputy Head of Magdalene House and the Director of Studies of Magdalene House for the oversight and development of their subject throughout the Prep School.

Our curriculum covers the requirements of the Foundation Stage for Reception. For KS1 and KS2 pupils the curriculum is based upon the framework of the NNC.

For this academic year the Subject Leaders are:

EYFS	Mrs Oram
English	Mrs Neaves, Mrs Crawley and Mrs Fairbrother
Mathematics	Mrs Sandall
Science	Mrs Fox (Head of Lower School Science) and Mrs Page
History	Mrs Kelly
Geography	Mrs Page
R.E.	Mrs Whiteman
Computing/I.C.T.	Mrs Crawley, Mr McChlery and Mrs Sanders
Art/DT	Mrs Cook and Miss Allen
Design/Technology	Mr Hyland/Mrs Fenn
PSHCE	Mr McChlery
Modern Languages	Mr Jestin (Head of Lower School Languages)
Music	Mrs Connell (Specialist Music Teacher) overseen by Mrs Missin (Head of Upper School Music)
Sport/PE	Mr Webb (Director of Sport)
Hockey	Mr Jarvis assisted by Mrs Beck and Mr Webb
Rugby	Mr Laybourne assisted by Mr Hyland and Mr Webb
Netball	Mrs Goodier assisted by Mr Webb
Swimming/Athletics	Mrs Webb
SENCo	Mrs Harding
Numicon Support	Mrs Kelly and Mrs Harding

The curriculum is under the overall supervision of the Director of Studies. Copies of the Subject Policies and Schemes of Work are held in the Director of Studies Office.

Organisation and Planning

Nomenclature and timings of lessons:

Period 1	45 minutes	Assemblies on Mon and Fri - 30 mins
Period 2	50 minutes	Lessons
Period 3	50 minutes	Lessons
Period 4	40 minutes	Assembly on Tuesdays - 30 mins
Period 5	40 minutes	Lessons
Period 6	50 minutes	Lessons
Form Time	10 minutes	Homework check (if no sport lesson)
Period 7	50 minutes	Clubs (on Wed Sports lesson Prep 3-6)

Weekly lesson totals:

Rec-Prep 2 – 22hrs 45mins
Prep 3 to 6 - 24hrs 35 mins

Nomenclature for Year groups:

Foundation Stage	Reception (age 4-5 years)
Key Stage 1	Prep 1 (age 5-6 years) Prep 2 (age 6-7 years)
Key Stage 2	Prep 3 (age 7-8 years) Prep 4 (age 8-9 years) Prep 5 (age 9-10 years) Prep 6 (age 10-11 years)

The curriculum in the Foundation Stage provides for the following areas of learning and their Early Learning Goals (ELGs):

Prime Areas

- ◆ Personal, Social and Emotional Development
- ◆ Communication and Language
- ◆ Physical development

Specific Areas

- ◆ Literacy
- ◆ Mathematics
- ◆ Understanding of the World
- ◆ Expressive Arts and Design

In Key Stage 1 English, Mathematics and Science form the core part of the curriculum, and other subjects are introduced in a cross-curricular manner. We plan the curriculum carefully to ensure coherence and coverage of the New National Curriculum and progression across all areas. In Key Stage 2 we teach subjects separately. All teachers are responsible for planning a timetable which takes account of the needs of the curriculum and allows sufficient time for the development of individual subjects.

Curriculum coverage for core and foundation subjects for each year group are available to view on the website and parents are issued with the relevant information pertaining to their child at the start of the academic year, including the class timetable.

Weekly Specialist Teaching

In Reception, subject specialist teaching is provided for PE skills (125 minutes) Swimming (a 25-minute session in the pool); Music (50 minutes) and Computing (50 minutes).

In KS 1 (Prep 1 and 2) subject specialist teaching is provided in PE skills (125 minutes) Swimming (a 25 minute session in the pool); Music (50 minutes) Computing (50 minutes) and a Modern Foreign Language lesson (50 minutes of French or Spanish or German which is rotated on a half-termly basis).

In Prep 3 to Prep 6 subject specialist teaching is provided in PE skills and Sport (Prep 3 and 4 totalling 220 minutes and Prep 5 and 6 totalling 250 minutes) Swimming (a 25 minute session in the pool); Music (50 minutes) Computing (50 minutes) and a Modern Foreign Language (50 minutes of French or Spanish or German which is rotated on a termly basis).

In addition to the above Prep 5 and Prep 6 have laboratory based science lessons (2 lessons of 50 minutes each) taught weekly by specialist teachers.

Homework

Homework is an essential part of the curriculum. It helps develop the ability to work independently and extends and enriches the work completed in the classroom. Parents' assistance is appreciated in providing a quiet environment in which their child may work and in helping their child where it is felt to be useful and appropriate. From Prep 3 pupils are given a diary in which to record homework for each evening.

All pupils are expected to read to an adult every evening for the time set by the class teacher. In addition pupils have the following:

- **Reception class** children are expected to practise sounds, words and numbers and complete an English or Mathematics worksheet at weekends as appropriate.
- **Prep 1 – Prep 2** children are expected to practise weekly spellings, number bonds or times tables. An English or Mathematics worksheet is distributed at the weekends where appropriate.
- **Prep 3 – Prep 5** in these year groups daily homework is set for up to 30 minutes.
- **Prep 6** daily homework is set for up to 40 minutes.

As the pupils progress through the school the amount of homework each week increases.

Marking

The marking of pupil's work is a fundamental part of the process of teaching and learning in school and is also an important part of the assessment process. Marking:

- Demonstrates a respect for the work produced
- Gives feedback
- Indicates the ways in which the individual pupil can improve
- Encourages the pupil to look at errors in a positive manner.

This is in line with the school's positive approach to self-assessment. Further details are available in the MHPS Marking Policy

Curriculum Planning

The curriculum is planned in three phases; long term, medium term and short term.

Long Term Planning

These plans indicate what topics/themes are to be taught in each term. We review our long-term plans on a regular basis and new long term plans have been produced to take account of the decision to adopt the New National Curriculum as a framework. These plans are on the website and are issued to parents by class teachers.

Medium Term Planning

The content of our medium term plans (schemes of work) are based on the New National Curriculum. We are making use of a range of published and in-house material in the development of medium-term plans across all subjects. Previously planned schemes are being reviewed and some units of work may continue to be utilised if appropriate. The schemes of work give clear guidance on the learning intentions and key questions for each lesson/unit of work and outline the skills and pupils activities planned (including ICT opportunities). Also indicated are the resources and outcomes/assessment focus. The review process for our schemes of work is intended to be complete by the end of the Trinity Term 2017.

Short Term Planning

These are plans written on a weekly (forecast) and/or daily basis. They set out the learning intentions/objectives for each session and identify the activities and resources to be used in the lesson as well as differentiation, support, extension and accessibility (if required).

Teachers annotate plans/make notes or produce a brief record of the outcomes of lessons in order to facilitate future action and to ensure proper progress and continuity.

Monitoring and Review

The Director of Studies, in consultation with all teachers from every key stage, is responsible for monitoring the day to day organisation of the curriculum and the way the school curriculum is implemented. Subject areas are reviewed according to the Curriculum Development Plan. This academic year the NNC is being embedded after its introduction last year. Currently English (specifically Reading) is the main focus, and as part of this, the Accelerated Reading Programme is being introduced.

The Senior Deputy Head of Magdalene House monitors the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the school's curriculum.

Policy Statement – Senior School

There are seven periods per day, Monday to Friday. All periods are 50 minutes in length, except for Period 5 which is 40 minutes. Some of these are arranged in double periods, particularly in the GCSE and A-level years.

On Monday to Thursday, Period 5 is given over to co-curricular activities. On Friday Period 5, all pupils have a PSHCE lesson.

1st and 2nd Forms (Years 7 and 8)

English	3 periods per week
Mathematics	4 periods per week
Science	4 periods per week
Languages	4 periods per week
History	2 periods per week
Geography	2 periods per week
RS	1 period per week

Drama	1 period per week
Music	1 period per week
Art/Textiles	2 periods per week
DT/F&N	2 periods per week
Computing	1 period per week
Sport	4 periods per week

In Languages, the pupils are divided into three sets by ability. They study French, German and Spanish as a carousel. In the 2nd Form, there is also a small fourth set who only study Spanish and who have Learning Support instead of two of their language lessons.

Art, Textiles, DT and Food and Nutrition are taught in half-classes for half the academic year.

From the 2nd Form onwards, the pupils are taught as ability-based sets for Mathematics.

3rd Form (Year 9)

English	4 periods per week
Mathematics	4 periods per week
Biology	2 periods per week
Chemistry	2 periods per week
Physics	2 periods per week

Language 1	2 periods per week
Language 2	2 periods per week
Humanity 1	2 periods per week
Humanity 2	2 periods per week
Creative 1	2 periods per week
Creative 2	2 periods per week

Each pupil chooses two languages, two humanities and two creative subjects. The choices are:

Languages: French, German, Spanish

Humanities: History, Geography, RS

Creatives: Art, Computing, DT, Drama, Food and Nutrition, Music, Textiles

4th and 5th Forms (Years 10 and 11)

Compulsory subjects:

English	4 periods per week, leading to two GCSEs - English Language and English Literature.
Mathematics	4 periods per week.
Sport	4 periods per week

Options:

Each pupil chooses six GCSE subjects from the following list:

Art Biology Chemistry DT Drama Food and Nutrition French Geography German	History Music PE Physics Psychology RS Spanish Textiles
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Each option subject is taught for 3 periods per week.

Each pupil should study: at least one Science subject;
 at least one foreign language;
 at least one Humanities subject.

No other restrictions are made, subject to timetable and numbers.

6th Form (Years 12 and 13)

The subjects available are:

Art Biology Business Studies Chemistry Computing DT Economics English Food and Nutrition French Geography German Government and Politics	Graphics History Mathematics Further Mathematics Music PE Physics Psychology RS (from September 2017) Spanish Textiles Theatre Studies Computer Science
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The availability of these subjects is dependent on sufficient pupils choosing that option.

Each subject is taught for 5 periods per week in the Lower 6th Form and 6 periods per week in the Upper 6th Form.

All 6th Form pupils have Sport for 4 periods per week.

In the Lower 6th Form, most pupils study 4 subjects to AS-level. In addition to their AS studies, all Lower 6th Form pupils have 1 period per week of Study Skills

In the Upper 6th Form, most pupils study 3 subjects to A-level. A few may continue with all four subjects while others, if the timetable allows, may start a new AS subject.

Schemes of Work

Heads of Departments are required to produce schemes of work for all year groups that study their subject. In addition to subject content and delivery, these schemes of work should:

- indicate how the subject is accessible to all pupils
- reference opportunities to promote fundamental British values
- not undermine fundamental British values

Heads of Department are required to store electronically an updated copy of all their schemes of work so that they can be accessed by the Senior Team.

Monitoring

The delivery of the curriculum is monitored by the Senior Team and line managers in a variety of ways including lesson observation, work scrutiny, discussion with pupils, scrutiny of internal and external exam results.

Following the publication of GCSE and A-level results in August, all Heads of Department have a meeting to discuss the results with the Headmaster and the Deputy Head Academic.

A system of PDR is in place for all Senior School teaching staff; this is administered by the professional tutors.

All new members of staff have regular probationary reviews during their first year of employment at the School.

Homework and Marking

Homework is an essential part of the education provided at Wisbech Grammar School. It is regularly set in accordance with the Homework Timetables issued for the academic year. These are distributed to pupils and parents at the beginning of the Michaelmas Term. All pupils are given a homework diary in which to record homework. They are also able to access their homework at home or in school by logging on to Firefly. When setting homework, teachers will make clear "What I am looking for".

Homework is set on the following basis:

1 st and 2 nd Form	2 subjects on 3 nights each week, with 3 subjects on the other nights. Art/Textiles, DT/FN, Computing and Music will each set one homework per fortnight. A pupil is expected to spend up to 20 minutes on each subject except those set fortnightly, where the expectation is 30 minutes.
3 rd Form	3 subjects per night. A pupil is expected to spend up to 25 minutes on each subject (20 minutes for Modern Foreign Languages homeworks).
4 th and 5 th Form	3 subjects per night, with 4 on one night. A pupil is expected to spend up to 30 minutes on each option subject homework and up to 40 minutes on each English and Maths homework.
6 th Form	6 th Form pupils should expect to spend approximately 4 hours per week on each subject in Private Study or at home. In addition to this, they are expected to spend time on wider reading and independent research.

There is a range of tasks which can be set for homework, including ones that are internet-based. In addition, some homework tasks may be extended to cover more than one homework session.

Pupils who fail to complete homework in a satisfactory way or by the deadline will initially be dealt with by the subject teacher with the support of the Head of Department.

A pupil who fails to complete a homework by the deadline on more than one occasion should expect to be given a departmental detention.

If a pupil continues to miss homework deadlines, a detention will be set by the Head of Section. Persistent offences may result in a Saturday detention.

Marking: Marking should show a pupil how they have performed on a given piece of work or in a test and help them to make improvements. This will be done by considering "What went well" and "Even better if..". Teachers at Wisbech Grammar School encourage pupils to reflect on their achievements.