



Westbourne  
House School

CHICHESTER

## **CURRICULUM POLICY**

**This is the policy of Westbourne House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage as well as provision for boarding**

### **Policy Statement**

It is the policy of this school to ensure that all pupils receive a broad and balanced curriculum which enables them to develop as active and competent learners equipped with the knowledge, skills and understanding they need in order to lead fulfilling lives.

### **Aims**

As a school, we aim to teach children how to effectively grow into positive, responsible people, who can work and cooperate with others while developing knowledge, values, skills and behaviours to achieve their true potential for future life. All pupils have an opportunity to learn and make progress.

All children will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

This curriculum policy is supported by appropriate plans and schemes of work (SOW). The individual departments manage their own schemes of work as part of their overall planning. Running above all curriculums and schemes of work is the High Performance Learning philosophy which believes that present performance is not an automatic determiner of future success and that there is “room at the top”. Learning skills (APCs) and attitudes and attributes (VAAs) are specifically and systematically taught through all subjects at the school.

The plans and schemes of work take into account the ages, aptitudes and needs of all the pupils including those pupils with Education Health & Care (EHC) plans. Westbourne House upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promote respect for other people (with due regard to Equality Act 2010) and fundamental British values.

Together they provide for:

- full-time supervised education for pupils of compulsory school age, including Early Years Foundation Stage, boarders, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of pupils, including those pupils
- with an Education Health & Care (EHC) Plan;
- pupils to acquire skills in speaking and listening, literacy and numeracy;
- where a pupil has an EHC Plan, education which fulfils its requirements;
- personal, social and health and economic education (PSHEE) which reflects the school's aims and ethos, dealing with social issues, such as responses to alcohol, smoking and substance abuse in an age-appropriate way, and encouraging respect for other people to promote a culture of tolerance and diversity. (see our Spiritual, Moral, Social and Cultural development (SMSC) policy)
- Relationships Education (Nursery to Year 6) and Relationships and Sex Education (Years 7&8) are taught, age appropriately, throughout the school year via our Learning4Life sessions (please refer to the school's Relationships & Sex Education Policy)
- we educate the children about safeguarding, including on-line, through teaching and learning opportunities as part of a broad and balanced curriculum eg: whole school focus: 'Safety on Site';

Specifically, we aim:

- To enable all pupils to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach the basic skills for speaking and listening, literacy, numeracy and information technology (IT).
- To enable children to be creative and to develop their own thinking.
- To teach children about their developing world, including how their environment and society have changed over time. Also, to have an awareness and knowledge of modern-day public services.
- To help pupils understand cultural heritage.
- To help pupils be aware of the opportunities, responsibilities and experiences of life in British Society.
- To enable children to be positive citizens in society by accepting responsibility for their behaviour, showing initiative and understanding how they can contribute to community life.
- To fulfil all the requirements of the ISEB and Scholarship syllabuses.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong and to respect the law.

- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **Practice and Procedure**

The curriculum is all the planned activities organised in order to promote learning and personal growth and development. It includes not only all statutory and formal examination requirements, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It includes the hidden curriculum, or what the children learn from the way they are treated and expected to behave.

The Early Years Foundation Stage follows the seven areas of learning. These are:

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

From Year 1 through to the end of Year 4, we adopt a cross curricular approach to our planning ensuring coherence and full coverage of the National Curriculum programmes of study.

From Year 5 upwards teaching becomes subject based, with lessons taught by specialist teachers, increasingly moving towards ISEB CE and Scholarship work from Year 7.

Within the curriculum we support careers development in an age-appropriate way (please also refer to the school's Careers Guidance Policy):

- In Year 5, during study skills, pupils are introduced to critical thinking and organisational skills.
- In Year 6, during Study Skills session, pupils are given 11+ practise and partake in a touch-typing course.
- We prepare all pupils for their future schools with individual practice interviews either with members of staff or governors.
- During Learning4Life, pupils are expected to review their strengths and weaknesses and set targets with the help of their tutor.
- In Years 7 and 8, personal tutors advise pupils on how to prepare for exams with revision techniques and an external company (Positively Mad) comes to give revision and learning technique workshops.
- Once a term, inspirational speakers are invited in to talk to all pupils in Years 4 and above about their lives and the careers they have had.

### **Teaching and Learning**

Throughout the school it is our policy to deliver the curriculum in a creative, engaging and innovative manner and this is reflected in our SOW. In the Pre-Prep and Junior Department this is achieved through carefully planned topics, which promote cross-curricular teaching and learning. From Year 5 upwards the curriculum becomes subject based.

### **Differentiation / Inclusion**

The curriculum is designed to provide access and opportunity for all pupils. If necessary, the curriculum is adapted to meet the needs of individual children in consultation with the parents and child.

We recognise that all children are individuals; each child has his/her own strengths, weaknesses and preferred learning style. Additionally, some children will be highlighted as having individual needs: learning, emotional or behavioural difficulties or be identified as being gifted or talented in specific areas. These needs and preferences are considered when schemes of work are written, then more specifically at lesson planning stage. Departments discuss the medium-term planning of lessons at their weekly meetings.

Work is differentiated through our setting arrangements, deployment of support staff, approaches to teaching and learning and methods of recording to be used by the pupils. All staff including support staff have copies of Education Health & Care Plans (EHC) to aid the planning, delivery, reflection of lessons and assessment of achievement.

### **Staffing and Resources**

The role of the Head of Department and Subject Co-ordinators is to:

- Manage their own schemes of work as part of their overall planning.
- Write and Provide a strategic lead and direction for their subject throughout the whole school.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress within their area.
- Provide and oversee marking and assessment policies.
- Provide efficient resource management for their subject.
- Keep up to date with developments in their subject, at both national and local level.
- Review the way the subject is taught in the school and plan for improvement.
- Monitor medium term planning in their department meetings.

### **Monitoring and review**

The Academic Governing Committee is responsible for monitoring the way the curriculum is implemented and observe a different teaching department every term, on a rolling-basis.

The Headmaster and Deputy Head – Academic are responsible for the day-to-day organisation of the curriculum. Heads of Department monitor and evaluate the way their subject is taught and ensure that appropriate teaching strategies are used. It is also their responsibility to monitor the way in which resources are stored and managed.

Overall, the School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

| <b>Last Review Date</b> | <b>Next Review Date</b> | <b>Reviewer(s)</b>  |
|-------------------------|-------------------------|---|
| February 2022           | August 2022             | Deputy Head - Academic<br>Head of Pre-Prep<br>Head of Y3&4 – Academic |