# Curriculum Policy

Burton Hathow Preparatory School Including Early Years

**INTRODUCTION**

Burton Hathow Preparatory School aims to provide a broad and balanced curriculum which is accessible by and relevant to all its children including any for whom English is an additional language and those with an EHCP or Additional Support Plan. The school seeks to give appropriate learning opportunities to all pupils within the core curriculum, which is based on the national curriculum and incorporates elements of the independent school's curriculum. The curriculum works in line with the independent school standards. The school ensures not to limit children's opportunities according to previous experience and ability. We aim to encourage their personal development in all areas and equip them to cope with life in modern Britain or further afield.

The curriculum is planned and delivered in accordance with Part 1 of the Schedule to the Education (Independent School Standards) Regulations 2014, as amended. It provides pupils with a broad, balanced and appropriately challenging education, enabling all pupils to acquire knowledge, develop skills and make progress according to their individual needs and abilities.

Burton Hathow provides its pupils with an experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education as set out below.

• **Linguistic.** This area is largely addressed by the core English curriculum which provides for teaching and progression in reading, writing, speaking and listening. Further opportunities for learning occur through spoken-language clubs after school or by entering the Lincoln Festival of Music and Drama. There are scheduled school dramatic productions which may be filmed or performed live and these enable pupils to develop their spoken skills. World Book Days, theatre visits, poetry competitions, readathons and handwriting activities are held to provide additional stimulus. Writing skills are also rehearsed across the curriculum. Linguistic skills are further taught and encouraged through the teaching of foreign languages: Spanish is taught from Early Years and French is an optional extra –curricular activity for Year 6 in the Summer Term.

Pupils for whom English is an Additional Language (EAL) are supported in developing their English language proficiency through appropriate teaching strategies and opportunities for communication across the curriculum. The school recognises and values the linguistic and cultural backgrounds of all pupils, encouraging the development of spoken and written English while respecting pupils' home languages. The presence of pupils from different linguistic and cultural backgrounds enriches the school community and promotes an appreciation of diversity, mutual respect and the value of learning additional languages.

• **Mathematical.** This area is largely addressed by the core Maths curriculum which provides for making calculations, understanding and appreciating relationships and

patterns in number and space, developing a capacity to think logically and express thoughts clearly. Mathematical skills are also addressed where appropriate in other areas such as Science, Design & Technology (DT), Computing and Geography. More able pupils have the opportunity to take part in the Mathematical Association 'Maths Challenge'.

• **Science.** This area is largely addressed by the core science curriculum which covers a wide range of topics within the traditional areas of Biology, Chemistry and Physics. The development of science skills, such as enquiry, observation, forming hypotheses, conducting experiments and recording findings and research also form an important part of the science curriculum. Pupils are encouraged to apply their scientific knowledge to the world around them and to appreciate explanations as to why things are the way they are.

• **Technological.** Technological education is delivered primarily through Computing and Design and Technology (DT), with additional opportunities provided through Science, Forest School, Music and other areas of the curriculum.
Computing is taught as a discrete subject from Year 1 upwards, enabling pupils to develop their digital literacy, computational thinking and programming skills progressively. Throughout the curriculum, pupils are encouraged to use a range of digital technologies and applications, including word processing, multimedia, spreadsheets, databases and digital presentation tools. Computing also incorporates online safety, digital citizenship and the responsible use of technology, ensuring that pupils develop the knowledge and skills needed to navigate an increasingly digital world. Where appropriate, pupils are introduced to emerging technologies, including artificial intelligence, with an emphasis on critical thinking and responsible use.
Design and Technology is delivered through an integrated programme alongside Art, providing pupils with opportunities to explore different materials, tools and techniques. Pupils are encouraged to design, create and evaluate their own work and that of others, developing practical skills, creativity and problem-solving abilities. These experiences are further enhanced through dedicated DT and Outdoor Learning Days, which are typically held once per term for pupils in Key Stages 1 and 2. Food Technology forms an important part of the curriculum and is delivered through dedicated enrichment sessions, with each year group undertaking a half-term programme. Opportunities to develop food preparation skills, an understanding of nutrition and practical cooking techniques are also incorporated into cross-curricular learning. Digital technology is used to support teaching and learning across the school, with pupils in Year 3 upwards encouraged to have access to their own iPads. These devices are used to enhance classroom activities, encourage independent learning and support the distribution and completion of homework, where appropriate. Engineering is also offered as part of the enrichment programme for pupils in Years 4–6, providing further opportunities to develop practical skills, creativity, logical thinking and collaborative problem-solving.

• **Human and Social.** This area is largely addressed by the core curricula in History, Geography and Religious Education (RE). Personal, Social, Health and Economic Education (PSHEE) also plays a role. Pupils are encouraged to recognise links within the curriculum so that they can begin to appreciate how human action now and in the past has influenced the planet and its development. Pupils are taken on a variety of trips and meet a number of visiting speakers to develop their awareness of history, the physical environment and religious practices. In more general terms pupils are taught about issues such as the environment, racism, world poverty, setting and achieving personal goals and living as a community. This is done in a variety of ways including through assemblies and by the school ethos. PSHEE is taught during one morning period per week and assembly also forms an important medium for discussing PSHEE related issues.

• **Physical.** This area is largely addressed by the core curricula in Physical Education (PE) and Games supported by extra-curricular activities, for example in tennis, football, rugby and striking and fielding games. PE and Games lessons aim to develop pupils' physical control and co-ordination, their team skills, tactical ability and ability to evaluate and improve their performances in a wide variety of team and individual sports. Pupils are also taught about the basic principles of fitness and health and are encouraged to adopt a healthy attitude through teaching in food technology and science about diet. From the age of 7 pupils have many opportunities to play competitively against teams from their own and other schools and pupils of all abilities are encouraged to take part. Children from Year 1- Year 6 each receive a term of swimming lessons. The 'Motor Movers' programme is utilised throughout school as necessary to aid pupils' development.

• **Aesthetic and creative.** This area is largely addressed by the core curricula in art, drama and music with important contributions from PE, Computingsc, and English. However, many subjects have a creative aspect and pupils are encouraged to explore and develop their creativity and their individual talents throughout the curriculum and in accordance with their skills and abilities. Teachers seek to be aware of the talents of individual pupils and to foster them wherever possible both in formal lessons and in the wider school environment such as during extra-curricular activities and whole school contexts which may include, school productions, Drama festivals, concerts, school music groups, art club etc. All children are encouraged to learn a musical instrument just as all are encouraged to participate in the school choirs. All pupils in Year 3 upwards do participate in group music making as part of the orchestral programme which we believe is a particularly valuable feature of the School and contributes greatly to pupils' development in a wide range of skill areas.

**Speaking, Literacy, Listening and Numeracy**

Literacy skills are addressed primarily through the English curriculum but are, of course, reinforced in areas across the whole school – particularly in subjects such as History and Geography where extended written work may form a significant part of

the programme of study. Speaking skills are developed all through the curriculum through question and answer based activities that are the 'bread and butter' of so many lessons as well as more specifically focussed tasks such as the preparation and delivery of presentations.
Listening skills are particularly highly prized at Burton Hathow. Good listening habits are constantly reinforced and during all lessons. The Autumn and Spring Term Grade Reports include a particular reference to listening skills as a testament to how important we feel this is.
Numeracy skills are addressed primarily through the Maths curriculum but also regularly reinforced in subjects such as Science where some topics have a significant mathematical component.

**Personal, Social, Health and Economic Education**

Personal, Social, Health and Economic Education (PSHE) forms an integral part of the school's curriculum and pastoral provision. The school delivers statutory Relationships Education in accordance with current Department for Education guidance and provides Personal, Social, Health and Economic Education in line with the Independent School Standards. This includes age-appropriate education about physical and mental health, wellbeing, safety and personal responsibility, alongside sex education where included in the school's curriculum.

The main aims of the PSHE course are to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Promote an understanding of British values.
- Develop economic understanding

**Organisation of the Curriculum**

For the purposes of curriculum delivery, the School is divided into two areas: Early Years & Lower School (Nursery -Year 2) and Upper School (Year 3-6)

**Early Years and Lower School**

Burton Hathow Preparatory School holds an exemption from the learning and development requirements of the Early Years Foundation Stage (EYFS) statutory framework for children aged three and over, under the independent schools exemption arrangements.

This exemption enables the school to deliver its own broad, balanced and developmentally appropriate curriculum, reflecting the school's educational philosophy and ethos. The school continues to comply with the applicable safeguarding and welfare requirements of the EYFS statutory framework.

In Early Years and Lower School (Nursery to Year 2), children are taught through a thematic and cross-curricular approach, providing meaningful opportunities to develop knowledge, understanding and skills. Learning experiences are carefully planned to reflect children's individual needs, interests, abilities and stages of development.

The curriculum promotes children's personal, social and emotional development, encouraging positive relationships, independence, collaboration and respect for others. Children are supported in developing confidence, communication skills and a positive attitude towards learning.

The curriculum incorporates the following areas of learning:

- Health, Safety, Personal, Social and Emotional Development
- Physical Development
- Communication, Literacy and Languages
- Mathematical Development
- Scientific Development
- History, Geography and Understanding the World
- Digital Learning
- Creativity, Art and Design

In addition, specialist teaching is provided in Physical Education, Music, Forest School and Spanish, with further specialist provision in Art from Year 2.

For children below the age of three, the school follows the applicable EYFS learning and development requirements. From Year 1 onwards, the curriculum is informed by the National Curriculum for England, enhanced by the school's own educational provision and enrichment opportunities.
The Head of Nursery is responsible for overseeing curriculum planning and implementation within Nursery, working alongside relevant specialist teachers. In Reception and Years 1 and 2, class teachers are responsible for planning and delivering the curriculum, with subject specialists taking responsibility for their respective areas.

Curriculum provision is regularly reviewed to ensure that it remains appropriate, inclusive and responsive to children's needs, enabling all pupils to make progress and develop the knowledge and skills required for the next stage of their education.

**KEY STAGE TWO UPPER SCHOOL**

In Upper School, the curriculum is based on the National Curriculum but is intended to extend pupils beyond it. Specialist teaching is used throughout and this brings a very real sense of depth and quality to the pupils' learning experiences.

Outdoor education is incorporated across the curriculum in Key Stage 2 and each group experiences one term of Forest School Lessons providing a wide range of learning opportunities. All upper school pupils also benefit from an orchestra session involving them all in practical music making whether or not they participate in additional instrumental lessons. The school regards this as a hugely beneficial and distinctive feature of the curriculum that develops a wide range of mental, creative, practical, performance and social skills as well as cultural appreciation of music.

In Upper School, it is the responsibility of the Head of Subject to develop and implement the curriculum policy and schemes of work for that subject. The curriculum policy should be clear on the philosophy underpinning each subject area and must ensure that it does not undermine British values.

**Learning Habits**

The curriculum is made up of a discrete programme of study for each subject: the knowledge, information, concepts and processes to be taught and learned. Together they make up the canon of knowledge expected from a rigorous, stimulating, academic education, laid out in incremental steps through the age phases, with cohesion and progression built in. The knowledge strands show teachers and pupils what is to be learned.

At Burton Hathow, our **'Learning Habits'** are regarded as a fundamental part of what we do. They are divided into four areas: what we would like children to do and be,

and how we would like them to relate and think. They are defined for the pupils as follows:

Do – Plan, Question and Reflect.
Relate – Learn from each other, listen to others and think of others feelings.
Be – Accurate, Motivated, Brave and Responsible.
Think – Be creative, logical and flexible.

These are not attainment targets in themselves; they are subjective and difficult to assess but we believe it is these qualities which, along with the knowledge base and skill set required to function in modern British society, parents, teachers and ultimately employers would like to see in young people, and it is these qualities which ultimately lead to happiness and fulfilment.

**Planning**

Heads of Department and class teachers have responsibility for planning the curriculum. Individual teachers make decisions about curriculum content in consultation with their colleagues to enable them to plan cross-curricular activities such as the development of essay writing skills which is shared between English and History. Schemes of work are the primary means of planning for specific areas to be covered and the materials, teaching methods and differentiation to be used. Staff are encouraged to include references to literacy, numeracy, outdoor and Computing opportunities in the schemes of work and to take opportunities to reinforce modern British values as they arise. These schemes are the main source from which the school curriculum is taught. Teachers may formulate individual lesson plans using different formats which suit their individual needs. It is recognised that planning needs to be flexible and that planning is subject to modification to allow for a change in circumstance and also pupils' needs. The Head teacher has responsibility for overseeing the planning process and ensuring that curriculum coverage in all areas is balanced, thorough, and does not undermine modern British values. National Curriculum documents are often used as a basis to inform planning, though teachers should use them as the starting point rather than the ultimate goal.

**Assessment and Monitoring**

Assessment is an integral part of teaching and learning at Burton Hathow Preparatory School and is used to monitor pupils' progress, identify their individual learning needs and inform future curriculum planning.
Teachers use a range of formative and summative assessment approaches, appropriate to the age and stage of pupils, to evaluate knowledge, understanding and skills. Assessment information is used to identify strengths, address gaps in learning, provide appropriate support and ensure suitable challenge for all pupils. Pupils' progress is evaluated in relation to the school's curriculum expectations and, where appropriate, nationally recognised benchmarks. Assessment outcomes are

communicated to parents through the school's established reporting and consultation arrangements.
Subject leaders and senior leaders monitor curriculum delivery, progression and the quality of teaching and learning. Findings are used to inform curriculum development, professional discussions and school improvement priorities.
The Headteacher has overall responsibility for ensuring that the curriculum is implemented effectively and that assessment arrangements support pupils in making appropriate progress.

**Structure of the School Day**

EYFS and Lower School pupils have periods as decided by their class teacher as appropriate – except where they are delivered by a subject specialist at a particular point in the week.

Upper School pupils have 6 periods of 45 minutes each day. These are currently allocated as follows:

5 Maths
6 English (including drama and spelling)
2 Science
1 History
2 Spanish
1 Geography
1 PSHE
1 Computing
1 Music
1 RE
2 Art/DT
1 Practical Orchestral Music Making
4 Games
2 Cooking, Engineering or Forest School, depending on the term.

Homework projects are given half termly as well as additional homework tasks set by individual teachers where appropriate. There are 2 additional homework clubs that take place each week for children who require this.

**Special Educational Needs**

Burton Hathow Preparatory School is committed to providing an inclusive curriculum which enables pupils with special educational needs and disabilities (SEND) to access appropriate learning opportunities and make progress. Teachers work with the SENDCo to identify barriers to learning, adapt teaching, provide suitable support and implement reasonable adjustments where required under the Equality Act 2010.

Where a pupil has an Education, Health and Care Plan (EHCP), relevant provision and outcomes are taken into account in curriculum planning. Pupils demonstrating high attainment or exceptional abilities are provided with appropriate challenge and enrichment, without automatically being identified as having special educational needs.

**Equality**

Through the curriculum, pupils are encouraged to respect others, including those with protected characteristics under the Equality Act 2010. Teaching promotes democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Curriculum planning and delivery must not discriminate unlawfully against pupils.