

Chafyn Grove School Curriculum Policy



Curriculum Policy

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1. Curriculum Policy

At Chafyn Grove we offer a broad and balanced curriculum throughout the school from the Early Years Foundation Stage though to Year 8, ensuring that all subjects are given an appropriate amount of curriculum time. We pride ourselves that there is no narrowing of this breadth in the main examination years (6 and 8). The commitment to generous timetabling of lessons in non-examined subjects reflects our determination to maintain a broad and balanced curriculum.

All pupils of compulsory school age receive a full-time supervised education.

We aim to provide a curriculum that will foster and promote the pupils' intellectual, cultural, physical, social and emotional development and allow them to establish the skills and attitudes to become independent, life-long learners, equipped to operate effectively as citizens. Our curriculum is designed to be stimulating, to maximise pupils' achievement and to make learning an enjoyable experience.

Pupils develop their skills in the core subjects, with due weight being given to the development of linguistic and mathematical skills, to science and CST (Computer Studies), but they are also given scope to flourish in art, craft, drama, music and sport.

They are encouraged to enjoy reading and to express themselves both in writing and in speech. They learn to apply their mathematical skills to solve problems and there is an emphasis on practical science.

In the Early Years Foundation Stage and Years One and Two, the pupils are taught by their form teachers and some subject specialists – for example in Music, Drama, MFL, CST and P.E. In Years 3 and 4, more specialist teaching is introduced so that by Year 5 they are taught entirely by subject specialists.

Heads of Department oversee the planning across the whole of the school to ensure balance, progression and continuity in the content and delivery of their subjects.

Overviews of the Pre-Prep and Prep Curriculum can be found in individual, departmental handbooks.

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2. Foundation Stage

Our pupils in the Foundation Stage follow the EYFS seven areas of learning: Communication and Language, P.S.E.D. (Personal, Social and Emotional Development) and Physical Development are known as the 3 'prime' areas, Literacy, Maths, Understanding the World, Expressive Arts and Design are the 'specific' areas.

There are also 3 'Learning Characteristics'

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically.

Learning activities are planned around individual goals set out in each area of the EYFS curriculum, and next steps for learning and progress are assessed against these goals.

3. Areas of Experience

The Chafyn Grove curriculum provides experience in each of the areas of education as follows:

4. Linguistic

There is a meaningful allocation of time to English across the year groups and speaking, listening and communication skills are practised constantly in all areas of the curriculum.

The importance of French and Spanish to our vision of breadth is reflected in the allocation of lessons to both subjects throughout the school.

5. Mathematical

There is significant timetable allocation to mathematics across the year groups and mathematical skills are also used in other subject areas such as science, geography and technology. Usually, year groups are split into three maths sets, rather than being taught in their two classes.

6. Scientific

In the Early Years, scientific experience is gained through the Knowledge and Understanding of the World area of learning. Science is then taught in classes by form teachers following a well-planned curriculum designed to promote knowledge and understanding and excite an interest in the subject, while developing skills of enquiry, experiment, recording and drawing conclusions. Science is taught by specialists from Year 3 when they start to use the well-equipped laboratories. Practical science is emphasised and forms a central part of the curriculum.

7. Technological

Experience in CST is gained through the widespread use of computers for research and presentation in lessons as well as through a progressive programme of CST lessons held in the ICT suite for children from Pre-Prep through to Year 8, taught by a specialist teacher. All pupils from Year 1 to Year 8 have



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CST lessons in the ICT suite (classroom for EYFS), where they learn, not only to use a range of programs, but also to prepare presentations, take and edit films and to use the Internet safely for individual research and communication. Experience in CST is also provided through the widespread use of computers for research and presentation in other lessons, using classroom and library computers and ipads.

Microsoft Teams was used extensively to engage the children during the COVID pandemic and remains a useful, future resource.

8. Human and Social

Geography, history, RE, TPR and PSHE form the core input to Human and Social experience. History and geography are largely topic based until Year 3 when they start to be taught as separate subjects with cross curricular links made wherever it is appropriate. Current or at least very recent examples of human and physical geography are used wherever possible and there is a commitment to the understanding of sustainability and other environmental issues. A number of charities are supported and a varied programme of assemblies also contributes to this area. Extra experience is provided through visits to museums, field trips, workshops and through interaction with visiting speakers.

Personal, social and health education (PSHEE) is taught as a discrete subject in tutorial groups and is also embedded in other subjects such as science, sport, English and RS/TPR. Pupils learn about safety, health, the government, the law, how to be good citizens and to listen to, and to be tolerant of, people with opinions and beliefs that differ from their own. RSE is also taught within this subject and has discrete blocks within each year group. Safe and happy relationships are the focus here, with carefully planned and age-appropriate teaching. In Year 7 & 8, pupils are prepared for their future lives through the Leadership and Post Year 8 Exam programmes.

9. Physical

Sport forms an important part of the educational experience for our pupils. All children receive specialist sports coaching and represent the school on a regular basis, whether playing in the A, B, C or D team - in rugby, hockey, cricket and netball as well as other sports (eg. swimming, athletics, racquets). Coaching is differentiated according to the strengths of the pupil and we practise a 'sport for all' policy: every child in a team, every team with a teacher.

We also encourage participation in cross-country running, athletics and other sports such as sailing, paddleboarding, kayaking or riding, through our activities programme. We feel that the fitness of the children is reflected in the classroom and all of our pupils are encouraged to participate in extra-curricular sporting activities and coaching sessions, where appropriate.

Extra tuition in football and mini rugby is available for pupils from Year 3, while many pupils receive cricket, tennis and squash coaching from Year 1 – Year 8.

10. Aesthetic and Creative

Music and Drama also play an important part in school life. All children have a Music and Drama lesson. Children are encouraged to think and react creatively to the stimulate that arise within



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lessons. The clear majority of pupils over the age of seven learn at least one instrument, and there are a large number of ensembles, orchestras and choirs practising on a regular basis. Informal and formal concerts give the children the confidence to perform in front of others, while each year group is given the opportunity to participate in a dramatic production in addition to their weekly drama lessons.

Art, Craft and Design is particularly strong at Chafyn Grove; excellent facilities and a commitment to art in the community keep this subject to the fore.

11. Boarders

Boarders receive additional support with homework and academic progress as needed. Often there will be a separate supervised Prep session for boarders in addition to the day provision. This is extended according to each individual and the nature of any learning task (eg. spellings or reading) at an appropriate point in the evening or morning. The boarding team are involved in all academic discussions with boarding pupils and related meetings.

12. Provision appropriate to different abilities

The subject matter and curriculum content are appropriate to the age of the pupils and further tailored to meet the needs of individual pupils. It is our mission to give all our pupils the opportunity to learn, make progress and to develop their potential. The most talented pupils are offered extension opportunities in class. Learning Support is offered to those who need help so they can access the curriculum. This may take the form of withdrawal for one-to-one support lessons with our specialist LINK staff, in-class support, or more considerable support (paid for by the parents) if the need for a designated support teacher is identified by the **SENDCO** or Ed Psych report. Learning targets for pupils receiving learning support are set for each subject so their goals are kept in focus. Pupils who have ESL are given language support lessons as appropriate from trained teachers and their curriculum is adapted according to their need.

Pupils attempting scholarships will also receive individual attention, as it is required.

We retain some flexibility in the timetable to allow for the relative strengths of different forms or individuals, as we are anxious to ensure a curriculum that caters for the needs of all of our pupils. For example, if certain pupils need to receive more English or maths lessons, then they might reduce the amount of Latin lessons that they attend. At all times we are concerned about the individual.

13. Activities Programme

Beyond the timetabled curriculum, there is a 90-minute activity session twice a week. These activities are designed to encourage either the learning of a new skill or the development of skills learnt elsewhere. We hope that the pupils will develop a genuine interest in and passion for an area that they might otherwise not encounter and we are anxious to maintain a balance between sporting, artistic, dramatic and other activities. Pre-Prep activities take place at lunch time or after school and are open to different ages dependent on activity. These activities are run by visiting teachers or Pre-Prep staff.



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14. Careers guidance

We give the children appropriate preparation for the opportunities, responsibilities and experiences of adult life as well as preparing them for their transition to senior school. Pupils are made aware of aspects of the world of work through the curriculum in subjects such as geography and in PSHE. The Year 8 post-exam programme also includes presentations from visiting speakers such as the police, lawyers and health professionals. Emphasis is primarily on self-confidence and a self-awareness of personal strengths, rather than trying to pin them to a specific trajectory. However, care is taken to ensure that no career path is considered with inaccurate bias or preconception.