

Riddlesworth Hall Curriculum Policy

Introduction

Riddlesworth Hall School aims to provide a broad and balanced curriculum which is accessible by and relevant to all its pupils. The school seeks to give appropriate learning opportunities to all pupils within the core curriculum and to encourage their personal development in all areas. The documentation which sets out the curriculum should inform and support these aims.

The core curriculum is followed by all students and includes the following statutory skills. Linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

- **Linguistic.** This area is largely addressed by the core English curriculum which provides for teaching and progression in reading, writing and speaking and listening. Further opportunities for learning occur through spoken language examinations for example from LAMDA. Pupils may in some cases have private tuition in this area but there is provision for all pupils to take spoken English examination during their school career. The school also holds an annual speech festival, competes in local festivals and various school productions which enable pupils to develop their spoken skills. Periodic book weeks, 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; French from year R. EAL students are supported by teaching form specialists but also are also expected to integrate into the school by speaking English within school time. The presence of non-English speakers encourages all pupils to see the value of learning a foreign language.
- **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, DT, ICT and Geography.
- **Science.** This area is largely addressed by the core science curriculum which covers topics including nature, materials and forces through the teaching of topics within Biology, Chemistry and Physics. The development of science skills, such as enquiry, observation, forming hypotheses, conducting experiments and recording findings also form an important part of the science curriculum.
- **Technological.** This area is largely addressed by the core curriculum in ICT and DT. It is also supported by the science curriculum. In ICT pupils are taught to use a range of applications including word-processing, DTP and multimedia, modelling, control, Internet and email skills, spreadsheets, databases and CD roms for information. ICT is recognised as being an important tool across the curriculum and is used where appropriate in the teaching of other subjects. DT is taught as a separate subject and pupils are given the opportunity to use tools and materials of different types, to plan

and evaluate their own and others work and to consider processes and products. Food technology forms an important part of this process.

- **Human and Social.** This area is largely addressed by the core curricula in History, Geography and RE. PSE 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. PSE is taught, usually by the form teacher, during form period and assembly also forms an important medium for discussing PSE related issues. Each form is expected to take an assembly each term which provides a further focus for PSE issues. Teachers act as positive role models for their students.
- **Physical.** This area is largely addressed by the core curriculum in PE supported by extra curricular activities and some privately organised coaching for example in gym, tennis, dance and judo. PE 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. 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.

Aesthetic and creative. This area is largely addressed by the core curricula in art and music with important contributions from PE, ICT, and English. However, all 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. Staff 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, speech festivals, concerts, school music groups, art club etc. All children are encouraged to learn a musical instrument and all are expected to participate in the school choirs.

Planning. Subject leaders and class teachers have responsibility for planning the curriculum to ensure that these statutory requirements are met. Individual staff 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. Long term plans give a general outline of the areas to be covered within a term and these are mapped out by term and year so that the structure of the term and the year is clear. Medium term plans break the work into more detailed units which plan for specific areas to be covered and the materials, teaching methods and differentiation to be used. These are the main source from which the Pre-Prep curriculum is taught. Teachers in the prep school have a diary in which daily plans are written. Staff also write daily plans. Teachers may plan in 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. Plans are annotated to allow them to be updated regularly. The Headmaster has responsibility for overseeing this process and ensuring that coverage is balanced and thorough. National curriculum documents are often used as a basis to inform planning along with the requirements of the 11+ and 13+ curricula.

Teaching Hours. Prep school students are taught for 29 hours weekly which equates to 957 teaching hours per year assuming 33 teaching weeks. Supervised prep forms an additional part of the day for about 30 minutes and takes place at the end of the school day. Staff on duty monitor this process and offer help to students. Prep is open to day students who wish to stay on as well as to boarders. This is regarded as important way of developing pupils' independent learning and of helping them to further access the curriculum. Some club activities also take place after school and are seen as a valuable part of the educational day. Pre-prep students are taught for 26 hours weekly. They also have access to a range of after school clubs.

Special Educational Needs. The school helps children with identified Special Educational needs to access the curriculum. This is done in a variety of ways, including by extracting pupils for specialist teaching and by the teacher providing in class support and planning for differentiation. Pupils have IEPs which give guidance about the support they might need. These are made available to staff to assist them in their planning and teaching. Where children have statements the recommendations of the document are taken into consideration when planning a suitable curriculum. Pupils who have exceptional abilities are also recognised as having special educational needs. Pupils may exceptionally be taught out of year group whether to support and reinforce their learning or to maximise their potential by stretching them. Where pupils are out of year group it is recognised that staff need to be aware of any potential issues arising as a result. SEN staff are always available to provide support and advice.

Further opportunities. As pupils progress through the school they have the opportunity to develop the skills they will need in later life by taking on additional opportunities through the prefect system and by being expected to take increasing responsibility for their own learning and for supporting younger member of the school. Prefects have specific jobs to perform and are also expected to help with a range of duties such as organising inter house sport fixture and looking after younger pupils as the need arises. Older children specifically in years 7 and 8 may be set prep task which require them to use and integrate a range of skills such as library research, use of ICT, knowledge of geographical processes and writing, mathematical and presentational skills to create the geography project required in year 8.