



Ashford School and Ashford Friars Preparatory School Curriculum Policy

This policy is available to prospective and current parents on the school website.

Aim

Ashford School provides for full-time supervised education for early years pupils, pupils of compulsory school age and 16+ pupils. Its aim is to provide an outstanding, all-round education for all children in the school, including spiritual, moral, social and cultural education, ensuring the education provided complies with DCSF Standard 1.

Objectives

- A broad balanced curriculum
- The opportunity for all pupils to learn and make progress (Standard 1.(2) (i))
- Exciting, flexible and adventurous learning
- Curriculum appropriate to the needs, aptitudes, talents and interests of pupils at all ages, including those above compulsory school age and those who have Learning Difficulties and/or Disabilities and Special Educational Needs
- Individualized learning and teaching
- Progression for all pupils
- Promotion of lifelong learning
- Preparation for the next stage of education and the opportunities, responsibilities and experiences of adult life (Standard 1.(2) (j))
- Provision of appropriate careers education and guidance for secondary age pupils

The Curriculum

The school's curriculum provision enables pupils to acquire skills in:

- a) Speaking
- b) Listening
- c) Literacy
- d) Numeracy

Provision is made for giving pupils experience in each of the following:

Linguistic education

Provision is made to develop pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. There are lessons in written and spoken English and other languages are taught, as detailed below.

Mathematical education

Pupils are helped to make calculations, to understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific education

Pupils' knowledge and understanding of nature, materials and forces is increased and their skills associated with science as a process of enquiry are developed: for example, their skills in observing, forming hypotheses, conducting experiments and recording their findings.

Technological education

The school meets DCSF regulations to teach technological skills through the use of information and communication technology; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social education

The school's curriculum includes the study of people and their environment, and how human action, now and in the past, has influenced events and conditions. In addition to studies in history and geography, religious education contributes to this programme and SMSC development.

PHSE is delivered as a discrete subject by form tutors in the Senior School. Details of the delivery of PHSE in the prep school is provided in the relevant PHSE Policy. The programme reflects the school's aims, ethos and values.

Physical Education

The curriculum develops the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance and helps them to acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative education

This area of the curriculum and the processes of making, composing and inventing are covered in many subjects, specifically in art, music, dance, drama and the study of literature. Specific details of how the school provides pupils with opportunities in each of the above areas is detailed below in more precise information on the make-up of the curriculum.

The Curriculum

In accordance with regulatory requirements the School's curriculum provides for full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. (Standard 1. (2)(a))

Pupils in Nursery and Reception are allocated a Key Person and the ratio for adult supervision is in accordance with the regulations of the EYFS.

Pupils in Pre-Prep are taught predominantly by their class teacher, with specialist teachers for Music, PE and Sport and French. They also benefit from the support of Teaching Assistants.

Pupils in the Prep School all have a form teacher. For lessons they follow an extensive timetable, benefitting from different teachers for different curriculum subjects.

Pupils in the Senior School study a wide range of subjects at Key Stage 3 which narrows according to their option choices at KS4. Most pupils go on to study 4 AS Levels in the Sixth Form.

School Day		Hours
Nursery (3-4yrs)	0830 -1200 0830 -1500 Extended day from 0730 – 1800	
Reception (4-5yrs)	0830 – 1500	32hrs 30mins
Pre-Prep (5-7yrs)	0830 – 1520	33hrs 20 mins
Prep (7-11yrs)	0830 – 1600	37hrs 30mins
Senior (11-16yrs)	0830 - 1630	40 hrs

In accordance with regulatory requirements the School’s curriculum provides subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement. Where a child has a statement the education fulfils its requirements. (Standard 1.(2)(b,e)) Pupils acquire skills in speaking and listening, literacy and numeracy through the creative, cross-curricular approach. (Standard 1.(2)(c))

The principle language of instruction throughout the school is English. (Standard 1.(2)(d)) Pupils for whom English is an additional language are given appropriate support.

The school has a policy for personal, social and health education which reflects the school’s aims and ethos. (Standard 1.(2)(f)) See PSHE Policy

Early Years Foundation Stage Curriculum – Nursery/Reception

The curriculum follows the EYFS guidance and the six areas of learning:

- Personal, Social and emotional Development
- Communication, Language and Literacy (including Makaton and French)
- Problem solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The curriculum is enhanced through specialist teaching for games coaching and dance. Children have free access to the outdoor learning environment and the curriculum is covered through both indoor and outdoor learning experiences. The curriculum is delivered through both child initiated and teacher led learning.

Prep School Curriculum

Key Stage 1

- Pupils are placed in mixed ability classes with an aim to balance gender, social skills and ability
- The transition from Reception to Year 1 demands that the EYFS is an integral part of at least the first term of teaching
- The creative curriculum ensures cross curricular links are made between subjects, linking them through broad topics
- The enquiry based approach to learning is adopted in topic work
- Design and Technology is taught in a “Design and Technology Week” each term, when children plan, design, make and evaluate in a week long project. Teachers ensure that the required number of hours is allocated for the project
- In addition to all NC subjects the pupils also have a specialist teacher for French
- Pupils have specialist teachers for PE/Games/Swimming; Music and ICT

- Spiritual, Moral, Social and Cultural education is embedded into all lessons/co-curriculum where appropriate and is also delivered in RS/PSHE lessons
- Pupils follow the Kent Agreed Syllabus for RE

Key Stage 2

- Pupils are placed in mixed ability forms with an aim to balance gender, social skills and ability
- Pupils follow a broad timetable throughout the day and are taught by specialist teachers for each subject
- Form time first thing in the morning is used to hear readers and for completing other tasks from across the curriculum
- Most lessons are 1 hour in length with some half hour lessons
- After a period of assessment and settling in, children from Yr 4 are placed in sets for Maths English
- Cross-curricular opportunities are planned through the creative curriculum
- Spiritual, Moral, Social and Cultural education is embedded into all lessons/co-curriculum where appropriate and is also delivered in Form Times
- Pupils follow the Kent Agreed Syllabus for RE
- Weekly lessons include: English, Maths, Science, Geography, History, RS/PSHE, French, Art & Design, Design Technology/Home Economics, ICT, PE and Games
- Support is given if individual children are preparing for specific scholarships or entrance exams
- Guidance is given to parents as to how to help their children perform at their best in the Kent Test/11+

Senior School Curriculum

The school operates on a two week timetable of 60 50 minute periods. All students have a Games afternoon each week, and an extended tutorial period every Friday morning. Details of the breakdown of the curriculum are contained on the appended **Curriculum Structure Sheet**.

Key Stage 3

In Year 7 all students study: English, Maths, Science, French, Latin, History, Geography, Religious Studies, Art, Drama, Design and Technology, Food Studies, Music, P.E., ICT and have a Games afternoon (please see appended Spreadsheet for distribution of lessons).

In Year 8, a third of the year group are advised to drop Latin in order to study Classical Studies. Science is divided into separate lessons for Biology, Chemistry and Physics. A second language is started, the choice being between Spanish and German.

In Year 9 more can opt to drop Latin to study Classical Studies. Both MFLs are continued until the end of Year 9. During Year 9, GCSE options are discussed and advice given (see GCSE Options booklet for details of KS4 Curriculum).

Throughout KS3, Learning Support is provided for pupils on the AEN register, usually in the form of individual help. Some AEN students are withdrawn from study of one MFL in order to work on basic literacy.

Some EAL students do not study 2 MFLs in KS3 so that they have time to improve their English.

Key Stage 4

Subjects studied lead to full GCSE qualifications. The detailed breakdown of subjects is available on the appended spreadsheet.

All students study English and English Literature (or IGCSE ESL if they have EAL difficulties), Mathematics and either Combined or separate Sciences. With a very few exceptions (EAL and AEN) all students take at least one MFL.

Option blocks are structured to guide students towards breadth and balance, rather than just operating on a student choice model. From September 2008 we have reduced the number of options from 4 to 3 to allow more curriculum time for the standard nine subjects –

- English
- English Literature
- Mathematics
- Combined Science (2 GCSEs)
- Modern Foreign Language
- 3 Options

Key Stage 5

The curriculum for pupils above compulsory school age allows scope for their talents and interests and helps to prepare them for the opportunities, responsibilities and experiences of adult life. (Standard 1.(2)(h))

All students are expected to study 4 subjects in the first year of the Sixth Form to AS Level and 3 subjects in the second to A2 Level. It is possible for a student to continue with all four subjects at A2, although this is not positively encouraged. The majority who take four subjects at A2 have Further Mathematics as one of these choices. With only four option blocks in Year 12 (the fifth is for Further Mathematics and minority subjects operating on fewer than the standard 11 periods), the study of five subjects in Year 12 is rare outside Further Mathematicians.

In addition to their A Level programme, all students participate in a Games afternoon, the Forum (a series of visiting speaker lectures) and the wider curriculum organised through the activities programme and opportunities for taking responsibility and leadership. Again Option Blocks are studied to provide breadth and balance rather than be solely led by student choice.

In addition to subjects offered in Key Stages 3 and 4, Psychology, Business Studies, Economics and Photography are also available. Most EAL pupils also attend IELTS classes in addition to their A-level subjects.

The Co-curriculum

In all parts of the school the curriculum is enriched by an extensive and varied co-curricular programme. This programme also enhances the opportunities for SMSC education and for building teamwork, self-esteem, confidence and key skills such as listening and speaking, emotional intelligence, resilience, persistence etc. The programme includes:

- An extensive activity programme
- Assemblies, concerts, productions

- Education visits, trips and outside lessons
- School council, special lunches
- Individual rotating music lessons and speech & drama
- Pupil responsibilities, monitors
- Fixtures, competitions, charity events

Homework

Homework is set to support the curriculum in accordance with the Homework policy.

Curriculum Planning Prep School

Curriculum planning is in 3 phases:

- Long term plans indicate which topics are to be taught each term across the year groups
- Medium Term Plans give clear guidance on the learning objectives and teaching strategies used when teaching each topic, as well as cross-curricular links
- Teachers planners or weekly planning sheets are used for short term planning, setting out the learning objective for each session; the success criteria, differentiation and evaluation

Senior School

- Long term plans are communicated to subject teachers by Heads of Department in the form of schemes of work
- Teacher's planners and individual lesson plans are written by individual teachers and include references to prior knowledge, learning objectives, differentiation and assessment

Curriculum Monitoring

Review and monitoring of the effectiveness of the curriculum and the schemes of work is ongoing through the school's cycle of improvement:

- Subject review/audit (March-May)
- Subject improvement planning and reviewing, monitoring, & implementing – including evaluation of mid-term and short-term/lesson plans (Ongoing)
- School targets/objectives focusing on raising standards (Set in May for the following year)
- Appraisal cycle/objectives/review (Objectives set July-September and reviewed annually)
- Continuous professional development (Ongoing – highlighted in Improvement Plans)
- Mid-year reviews with Head/SLT (January)
- Lesson observations (Ongoing by SLT, subject leaders and peers)
- Work scrutiny – broad (whole year group) and subject based (One or more a year for each core subject and each year group + other subjects as appropriate)
- The Senior Leadership team oversee the implementation of this policy

- Each curriculum subject has a Subject leader responsible for monitoring and reviewing the effectiveness of curriculum planning and practice
- Subject leaders are also expected to liaise with their counterparts in other sections of the school
- The Learning & Teaching Leadership Team meet regularly to discuss curriculum issues
- Subject teachers evaluate the plans and feed back to Subject Leaders

Careers and Further Education Guidance

Appropriate careers guidance is given to all pupils in the senior school by the Head of Careers. Pupils are assisted with applications for Further Education in the UK and abroad. (Standard 1.(2)(g)).

Additional Educational Needs and Learning Support

Both the Prep and Senior school have a full time Head of Learning Support

- Children with learning difficulties, requiring additional learning support are identified and the curriculum is modified to meet their needs to ensure full inclusion
- Where appropriate these children have IEPs
- Where a child has a statement of special educational needs the school fulfils its requirements and provides an effective education
- See AEN and Learning Support Policy/Racial Equality Policy

EAL

- EAL pupils are assessed prior to or on arrival at Ashford School
- Additional, appropriate support is provided for pupils for whom English is an additional language
- Pupils who are unable to access the curriculum are given intensive support or may have their place deferred until they are able to cope

Gifted and Talented

- The school does not seek to identify a percentage of gifted and talented children
- We seek to serve the needs of all individuals through a flexible approach that can enable them to discover, develop and enhance their gifts and talents
- It includes differentiation in lessons, special responsibilities, organising events, competitions, sport selection and other events in and out of school
- Music, sport, dance and drama all provide further opportunities for those with gifts and talents
- Staff are encouraged to consider the needs of the most able in all aspects of school life, including those which would not normally be delivered in school
- The achievements of children outside the school are drawn into school wherever possible – e.g. supporting success in horse-riding, skiing, karate etc

Assessment

Both Summative and Formative assessment is ongoing throughout the year and across all curriculum subjects. See Assessment Policy.

Resources

- SEF
- School Improvement Plan
- Teaching and Learning Policy/Handbook
- Subject policies
- Timetable
- Schemes of Work
- Long term, mid-term and lesson plans
- Curriculum letters to parents

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