



Ashford School and Ashford Prep School

CURRICULUM

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Policy Statement

The staff and members of the Local Governing Body of Ashford School are committed to the highest standards of education for the pupils in our care. We aim to deliver a broad curriculum which has been developed to ensure that all pupils are able to achieve their potential. Pupils are expected to leave Ashford School equipped not only with relevant academic qualifications, but with the life skills needed to thrive in the wider world. To this end, this document should be read in conjunction with the Personal, Social, Health and Economic Education (PSHE) Policy and scheme of work.

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

Aim

Ashford School provides full-time supervised education for early years pupils, pupils of compulsory School age (5-16) and 16+ pupils. Its aim is to provide an outstanding, all-round education for all pupils in the School, including Spiritual, Moral, Social and Cultural Education.

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the School. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views, ensuring that the School is not undermining fundamental British values.

Objectives

- A comprehensive, inclusive and balanced curriculum
- The opportunity for all pupils to learn and make progress
- 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, enabling all to learn and make

progress, including those who have Learning Difficulties and/or Disabilities and Special Educational Needs (whose needs are reviewed annually) and those who have English as an Additional Language, and the most able

- Individualised 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
- Provision of appropriate Careers Education and Guidance for Secondary age pupils

Curriculum Provision

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

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

to give pupils experience in each of the following:

Linguistic Education

Provision is made to develop pupils' communication skills and increase 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 numbers and space and develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics are 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 DFE 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, as well as PSHE and Global Citizenship development.

PSHE and global citizenship is delivered as a discrete subject by Form Tutors in both the Prep and Senior School. A detail of the delivery of PSHE in the Prep and Senior Schools is provided in the relevant PSHE Policies and schemes of work. The programme reflects the School's aims, ethos and values and is implemented in a broad and appropriate manner and encourages

respect for other people (paying particular regard to the protected characteristics set out in the Education Act 2002 and the Academies Act 2010) and includes economic education.

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 content of the curriculum.

Careers Education

Pupils in the Senior School have access to appropriate careers guidance and varied and up to date Careers Education. Further details can be found in the School's Careers Policy Document.

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.

The curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society, including those with special educational needs, those with a Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHC).

The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Pupils in Pre-Nursery, Nursery and Reception are allocated a Key Person and the ratio for adult supervision is in accordance with the regulations of the EYFS to meet their individual needs.

Pupils in Pre-Prep (Years 1 & 2) 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 Lower Prep School (Years 3 & 4) are taught maths, English by their Form Teacher in addition to a number of other non-specialist subjects. As the children move up to Upper Prep (Years 5 & 6) they have two form teachers and have a range of 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 3 A Levels in the Sixth Form.

School Day	Hours
Pre-Nursery	0730-1830 0800-1300

	1300-1800 0900-1500	
Nursery (3-4yrs)	0800 -1200 0800 -1500 Extended day from 0730 – 1830	
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 – 1640	40 hrs 10 minutes

In accordance with regulatory requirements, the School’s curriculum provision enables all students to have the opportunity to learn and make progress. It provides subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHC or Statement of Special Needs, pupils for whom English is an additional language and the most able. Where a pupil has a statement, the education fulfils its requirements.

Pupils acquire skills in speaking and listening, literacy and numeracy through the creative, cross-curricular approach.

The principal language of instruction throughout the School is English. Pupils for whom English is an additional language are given appropriate support in written and spoken English.

Early Years Foundation Stage Curriculum – Pre-Nursery/Nursery/Reception

The curriculum follows the EYFS guidance and the seven areas of learning and development:

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

The curriculum is enhanced through specialist teaching for games coaching and dance. In Reception, they also are taught French, music and swimming. Pupils 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 adult led learning. For pupils whose home language is not English, reasonable steps are taken to provide opportunities for pupils to develop and use their home language in play and learning, supporting their language development at home.

Prep School Curriculum

Key Stage 1

- Pupils are placed in mixed ability classes with an aim to balance gender, social skills and ability
- The creative curriculum ensures cross-curricular links are made between subjects, linking them through broad schemes of work
- The enquiry-based approach to learning is adopted in all work
- Phonics is taught across Pre-prep through the Read, Write, Inc. Scheme.
- Design and Technology is taught in each term, when pupils plan, design, make and evaluate through project work. Teachers ensure that the required number of hours is allocated for the projects

- In addition to all of the core subjects the pupils also have a specialist teacher for French, PE, Games, Swimming, Music and IT
- Pupils experience Outdoor Learning twice a week in which the children learn outdoor skills and explore the great outdoors
- The KS1 curriculum provision includes the preparation of children for the opportunities, responsibility and experience of adult life in British society, including those with special educational needs, including those with a Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHC).
- Spiritual, Moral, Social and Cultural Education is embedded into all lessons/co-curriculum where appropriate and is also delivered in RS/PSHE lessons
- Global Citizenship is taught through the RS curriculum

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
- Form time at the start of the morning is used to hear readers, Pastoral activities and discussions in addition to completing other tasks from across the curriculum
- Lessons are 1 hour in length
- Cross-curricular opportunities are planned through the creative curriculum
- The KS2 curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society, including those with Special Educational Needs, including those with a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHC).
- Spiritual, Moral, Social and Cultural Education is embedded into all lessons/co-curriculum where appropriate and is also delivered in Form Times
- Global Citizenship is taught through the RS curriculum
- Weekly lessons include: English, Maths, Science, Geography, History, Global Citizenship, French, Art & Design, Design Technology/Home Economics, ICT, PE and Games and Outdoor Learning

Homework

Weekly Spellings, times tables and daily reading are set. In addition, the children have a wide range of options to extend and enhance their learning and interests through the Enrichment and activities available before, during and after School.

Senior School Curriculum

The School operates on a two-week timetable of 70 45-minute periods. All pupils have Games each week.

The Senior School Curriculum Philosophy is:

- The development of secure literacy and numeracy skills lies at the heart of our curriculum
- We have designed a comprehensive curriculum offering a broad range of stimulating courses. Academic rigour and challenge opportunities are embedded in programmes of study
- Our curriculum helps children both to appreciate and to understand the past and the present, whilst encouraging them to embrace innovation in the ever-changing world around us

- Staff promote the importance of reading, scholarship and the development of lifelong learning
- Our curriculum empowers students to think creatively and critically so that they can make informed choices about their future
- We encourage positive learning habits so that all students can reach their full potential

Key Stage 3

The KS3 curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society, including those with special educational needs, including those with a Statement Of Special Educational Needs (SEN) or an Education, Health And Care plan (EHC).

In Year 7, 8 and 9 all pupils study: English, Maths, Science, one or two of French, Spanish or German, History, Geography, Religious Studies, Art, Drama, Design and Technology, Food Studies, Music, P.E., Computing Studies and Games.

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 and EAL pupils are withdrawn from study of one Modern Foreign Language (MFL) in order to work on basic literacy.

Key Stage 4

The KS4 curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society, including those with Special Educational Needs, including those with a Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHC).

Subjects studied lead to full GCSE/iGCSE qualifications.

All pupils study English Language and most study English Literature. All study Mathematics and either Combined or separate Sciences. With a very few exceptions (EAL and AEN) all pupils take at least one MFL.

Pupils choose 3 options; option blocks are structured to guide pupils towards breadth and balance, rather than just operating on a pupil choice model, and the majority study at least one humanity (History, Geography, Global Perspectives and Religious Studies) and one Creative or Performing Art (Art, Food Preparation and Nutrition, Drama, Music, Design Technology).

In summary, the Key Stage 4 curriculum is as follows:

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

Key Stage 5

The KS5 curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society, including those with Special Educational Needs, including those with a Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHC).

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 in British society.

Sixth formers study 3 or 4 subjects at A Level. The majority of pupils who take four subjects at A2 have Further Mathematics as one of these choices. The Extended Project Qualification is available and encouraged.

All pupils participate in Games, a series of visiting speaker lectures and the wider curriculum organised through the activities programme. Opportunities for taking responsibility and leadership are fostered through the prefect, peer mentoring and co-curricular programme.

In addition to subjects offered in Key Stages 3 and 4, Psychology, Business Studies, Economics and Politics 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 and co-curriculum programme
- Assemblies, concerts, productions
- Education visits, trips and outside lessons
- School council, special lunches
- Individual music lessons and speech & drama
- Pupil responsibilities, prefects
- Fixtures, competitions, charity events
- CCF and Duke of Edinburgh

Homework

Homework is set to support the curriculum in accordance with the School's Homework Policy

Curriculum Planning Prep School

Curriculum planning is in three phases:

- Long term plans indicate schemes of work 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 scheme of work, as well as cross-curricular links within the Faculties and wider
- Teacher planners or weekly/daily planning sheets are used for short term planning, setting out the learning objective for each session; the steps to success, differentiation and evaluation

Senior School

- Long term plans are communicated to subject teachers by Heads of Department in the form of schemes of work
- The curriculum is planned in accordance with the Senior School Curriculum Philosophy
- Teacher planners and lesson plans are written by individual teachers and include references to prior knowledge, learning objectives and learning activities

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:

- Each curriculum subject has a Subject leader responsible for monitoring and reviewing the effectiveness of curriculum planning and practice
- Subject review/audit
- Subject improvement planning and reviewing, monitoring, and implementing – including evaluation of mid-term and short-term/lesson plans (Ongoing)
- School targets/objectives focusing on raising standards
- Performance Review cycle/objectives/review (Objectives set June-September and reviewed annually)
- Continuous professional development (Ongoing)
- Department reviews with the Headmaster and the Deputy Head (Academic) (September to October)
- Mid-year reviews with Senior Leadership Team (SLT) following mock examinations (February)
- Lesson observations (Ongoing by SLT, subject leaders, peers and performance reviewers)
- Quality assurance of pupil work – broad (whole year group) and subject based (quality assurance focus each half term covering one or two year groups)
- Subject leaders are also expected to liaise with their counterparts in other sections of the School. Subject leaders make links with United Learning Subject Leads where possible.

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. The provision of access to accurate, up-to-date careers guidance in order to choose post-16 courses is made available to all pupils. This is presented in an impartial manner, enabling pupils to make informed choices about career options and helps encourage them to fulfil their potential (refer to Careers Guidance policy).

Additional Educational Needs and Learning Support

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

- Pupils with learning difficulties who require additional learning support are identified and the curriculum is modified to meet their needs to ensure full inclusion
- Where appropriate these pupils have IEPs
- Where a pupil has a statement of Special Educational Needs the School fulfils its requirements and provides an effective education
- See AEN and Learning Support Policy/Equal Opportunities 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

Highly Able/High Learning Potential

The School defines highly able students according to Potential Plus UK (www.potentialplus.co.uk) as pupils with high learning potential. These are students who have:

'exceptional abilities'

'the ability to achieve; but who, for whatever reason, are not achieving their potential'

'who are dual or multiple exceptional (high learning potential with special educational need or disability)'

'who are profoundly gifted (approximately 0.01% of children)'

(www.potentialplus.co.uk)

At Ashford School:

- We seek to serve the needs of all individuals through a flexible approach that enables them to discover, develop and enhance their potential
- We include differentiation in lessons, special responsibilities, organising events, competitions, sport selection and other events in and out of School
- Music, sport, dance, art, design and drama all provide further opportunities for those with high potential
- All pupils are given access to a wide variety of co-curricular activities, some of which are particularly suited to the development of the Highly Able. Teachers and tutors will direct pupils to relevant activities for High Potential Learners

- Staff are encouraged to consider the needs of the most able in all aspects of School life.
- The achievements of pupils outside the School are considered wherever possible – e.g. supporting success in horse-riding, skiing, etc.

At the start of each academic year, the Senior School Data Analyst meets with the Head of Learning Support and the Director of Teaching and Learning to analyse and review baseline data, linking to the Potential Plus criteria listed above. At this stage, cross-referencing is made to those pupils who are Academic Scholars.

Pupils who are academically Highly Able or with exceptional abilities (in line with baseline data or teacher identification) are identified and such details are distributed to all departments. This is used to inform lesson planning so that appropriate challenge is built into learning activities, extension tasks and challenges, both within class and in homework (Senior School). For those who are identified as profoundly gifted, a Challenge Plan can be created. These plans are then distributed to the relevant staff to inform lesson planning.

The Senior School runs an academic support programme for academic scholars in the form of lunch time Octagon Lectures, and also provides all academic scholars with a mentor for guidance and support.

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

United Learning Common Statements

This policy applies to all members of our School community, including boarders and those in our EYFS setting

b. Ashford School is fully committed to ensuring that the application of this Curriculum Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

c. Ashford School seeks to implement this policy through adherence to the procedures set out in the rest of this document

d. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Reception and should be read in conjunction with PHSE and Careers Education and Guidance documents.

This document is reviewed annually by Rosie Clifford and Joanne Russell or as events or changes in legislation require. The next scheduled date for review is November 2022.

V21/11/i

Date Document Updated	Document Updated by	Location of Saved File
July 2019	Jo Russell & Rosie Clifford	
September 2020	Jo Russell & Rosie Clifford	
November 2021	Jo Russell & Rosie Clifford	

Date Document Reviewed	Document Reviewed by	Date of next review
June 2019	LGB	June 2020
October 2020	LGB	October 2021
March 2022	LGB	December 2022