

BOLTON SCHOOL – HESKETH HOUSE



CURRICULUM STATEMENT

Introduction

The Junior School Curriculum Statements is also linked to Senior School and Whole School policies.

Our Curriculum and other policies support the following Aims of the School:

Bolton School seeks to realise the potential of each pupil. We challenge, encourage initiative, promote teamwork and develop leadership capabilities. It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extra-curricular and social activities,

A supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

The Head and staff at Hesketh House aim for the curriculum to offer pupils experiences across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The pupils we educate need to become active, informed, creative and intelligent learners. They should have full awareness of their own intelligences and those of others they need to interact with. They should know how they can influence and shape their own lives and those of others and develop a sense of well-being and an eagerness to support and sustain the well-being of their community and the wider community.

Our aims are to:

- promote resilience, resourcefulness, reflectiveness and responsibility to ensure our children are active, motivated and enthusiastic learners.
- shape our curriculum to meet the needs of the pupils giving them the confidence to tackle what, at first, seems difficult and to enable them to use their strengths in one area to overcome challenges in another – to overcome ‘I can’t’. To include open-ended challenges that allow our pupils to take risks and to achieve outcomes through working alone, as a pair and as a member of a group.
- to articulate for themselves what they have learned and make explicit links between different areas of experience, and reflect on how something from one area can be applied to another.
- stimulate the pupils’ natural curiosity through fresh innovative, inspiring, memorable learning experiences, focussing on the depth and quality of the experience
- involve our children in decision-making about their learning, allowing some choice and independence and acknowledgement of their different interests with opportunities to explore how to apply their knowledge in original ways and with purpose.
- closely monitor and assess progression in attainment and application of skills
- take into account recent educational developments
- use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits/visitors

All girls are expected to achieve:

- skill in numeracy; problem solving; and proficiency in mathematical and scientific methods and investigations.
- fluency in and accurate use and understanding of English

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- proficiency in the use of ICT and skills in computing
- proficiency in the knowledge of people and their environment. A knowledge of human kind, our heritage, human achievements and aspirations, and a concern for environmental and ecological issues.
- knowledge of a modern foreign language
- skills in creative thinking, information processing, reasoning, enquiry, evaluation
- develop co-ordination of body and mind through participation in physical activities

At Hesketh House we continue to reflect on the curriculum we offer and embrace the best in good theory and practice. As a school we think actively about how we would like to develop and enrich the experience we offer the children on an annual basis.

Curriculum Subjects

The following subjects are studied in the Junior School (Key Stage 2):

English

Mathematics

Science

Computing

Learning Challenges – incorporating History, Geography, RE, Art and Design, Design Technology

PSHEE

Music

MFL – Spanish in all year groups, also French in Year 5 and Year 6

PE

Monitoring of Progress

The CAT test is used to provide a baseline from Year 4 onwards. Half termly Rising Stars assessments in English, Mathematics and Science allow us to track progress throughout the Junior School. The end of year 'Progress in English' and 'Progress in Maths' tests provide summative data to map against CAT predictors and allow us to track progress throughout the Junior School. A traffic light system allows staff to monitor individual pupil progress and to put in place interventions and support for those pupils with SEND, those for whom English is an Additional Language, the most able and those pupils who have other particular needs.

Assessment is:

- a partnership between teachers and learners
- a partnership between teaching and learning
- not threatening but useful
- not 'what can't you do' but 'what can you do'
- not simply 'a test' at the end, but ongoing.

How our children are assessed:

- Teacher observation
- Questioning and discussion
- Children's work – exercise books, paper, posters, oral presentations, performances
- Photographs, videos
- Self-assessment

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- Peer assessment
- Formal assessments (e.g. half-termly written assessments in English, Maths, Science. GL Assessment (Progress in English and Maths – End of Year annual test), CAT test – all girls tested in Year 4 or when they join the school if later).
- Additional assessments – Schonell Reading Test, Edinburgh Reading Test – annually, more often if need to check specific progress

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Next Review: July 2020