



# Curriculum Policy

## Scope of policy

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park Road. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures. This policy and the subject allocation within each setting will be reviewed in the academic year 2021-22 in order to promote greater consistency and equality of offer across the three schools. Separate curricular structure plans for each school are contained within the appendix of this policy.

## Introduction

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.*

All staff within the Primary Division aim for the curriculum to offer pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. All pupils will have the opportunity to learn and make progress and will acquire speaking, listening, literacy and numeracy skills through subject matter appropriate to their ages and aptitudes. This includes those pupils with learning disorders and difficulties and where a pupil has a Statement, an education which fulfils its requirements will be provided. The School will provide Individual Education Plans for pupils with significant learning difficulties or disabilities. Where boys are admitted to the school with a statement of special educational needs or an Educational Healthcare Plan provided by a Local Authority, the school will provide the curriculum in terms of the statement or plan and participate in an annual review. The school also provides support for Boys who have English as an additional language through support and/or a reduced curriculum. Our admissions, discipline and other procedures take account of such pupils' needs by making the necessary, reasonable arrangements.

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.

The curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The curriculum helps us to aim to achieve two core school objectives: an all round education with a commitment to the highest standards of academic achievement and equipping pupils with a breadth of academic skills and knowledge.

All subjects encourage the student to develop speaking, listening, literacy and numeracy skills. The curriculum, through the provision of a wide variety of contexts, both within the School and beyond, seeks to encourage the fulfilment for all pupils in the areas of:

- Language skills: to develop fluency in; accurate use and understanding of English, through listening, speaking, reading and writing. In addition, they will develop a basic knowledge of at least one modern foreign language.
- Mathematics: to acquire skills in numeracy; in problem solving and proficiency in mathematical calculations and reasoning
- Increasing children's knowledge and understanding of nature, materials and forces and developing scientific methods of enquiry and investigation.
- Technology: develop proficiency in the use of ICT and a sense of the importance of being able to develop, plan and communicate ideas.
- Aesthetic and creative: to develop an appreciation of and ability in, the creative and expressive arts, engaging in the process of making, composing, inventing and evaluating.
- Human, social and physical: to develop a personal awareness of the importance of these areas; through a proficiency in the knowledge of concepts, issues and applications in history, geography and technology; a knowledge and appreciation of humankind, our heritage, human achievements and aspirations; and a concern for environmental and ecological issues; the development of physical control and coordination of body and mind and a knowledge and understanding of the basic principles of fitness and health; to develop tactical skills and imaginative responses and to help evaluate and improve their performance; a training in personal, inter-personal and social responsibility.

The Primary Division provides personal, social and health education which reflects its aims and ethos, such that pupils will 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, both in the local community of which the school is part and beyond. We seek to instil an understanding of and develop respect for religious and moral values, for other people and other

cultures and, above all, for oneself; the development of independent thought and study, and the active encouragement of a sense of curiosity and a spirit of enquiry and adventure.

We aim to prepare our pupils for the opportunities, responsibilities and experiences of life in British society. In doing this, we fulfil our statutory duty to promote the spiritual, moral, cultural, mental and physical development of our pupils, and to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are promoted throughout the curriculum, in assemblies, through extra-curricular activities and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the School.

### **Careers Education**

Careers related learning is found in many areas of the curriculum, including the recognition of skills which go beyond the classroom. Pupils are encouraged to recognise their own strengths and positive qualities and set themselves goal for the future.

Regular opportunities are taken for the children to meet with people in a variety of careers including authors, charity workers, the fire service, police and those who have seen success in areas such as sport and music. Parents also sometimes come in to school to share their experience, particularly if these relate to an area of the curriculum being studied eg optician, doctor, environmentalist etc. In Year 6 all pupils take part in a Careers Carousel, when they have the opportunity to listen to a variety of speakers who will talk to them about skills needed for particular careers. Often these are past pupils of the School, which can be particularly inspirational to our students.

### **Enrichment**

In each part of the Primary Division, colleagues seek to enrich the children's curriculum through a range of curricular visits and visitors, all of which support the children's learning in the classroom and help to bring that to life.

The School endeavours to provide a broad programme of co-curricular activities to give enrichment in academic subjects, sport and music through clubs; to cater for the needs of its pupils and develop their leadership skills, to complement the skills and knowledge learned in the classroom and, to help develop wider interests.

Pupils in the Junior Schools may also opt to take part in the particularly wide range of individual instrumental lessons offered in parallel to the timetable.

### **Learning Outside the Classroom**

Learning outside the classroom is a broad term that includes: outdoor play, learning in areas outside the classroom, including other places in school buildings, school grounds, environmental education, personal and social development, outdoor lessons, and trips to other places. Such learning does not have a clearly defined boundary but it does have a common purpose.

Learning outside the classroom can provide a dramatic contrast to the children's normal classroom. Good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone. In addition such learning builds an understanding that we learn at all times, in all places.

Learning outside the classroom can help to bring learning alive. For that reason such learning can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development.

- We are committed to learning in all parts of the school. This includes planned activities outside the classroom, e.g. mathematical challenges, phonics lessons, MFL work outside the classroom
- Foundation and key stage 1 children also enjoy an outdoor play area with a range of play equipment. Key stage 2 have access to a range of outdoor spaces as part of their settings and also as available within the wider Bolton School grounds.
- . • All children will experience learning tasks in areas of the school beyond the classroom. Lessons are planned in all subjects to provide such experiences.
- Trips are organised regularly for all classes. Opportunities are used throughout the curriculum to use the outdoors in all subjects
- All children in Years 4- 6 take part in a residential visit and children in Years 2 and 3 take part in an Adventure Day to support their learning.

### **Monitoring, Review and Development**

- Each school within the Primary Division to review curricular provision annually
- Primary Division curricular policy and provision reviewed annually by the Primary Division Leadership Team (to include Heads and Deputy Heads of each school and the Head of Primary Division).
- The Primary Division Leadership Team to review curricular and extra-curricular opportunities across the settings in order to ensure greater equality whilst continuing to meet the needs of the pupils in each setting.

## Appendix A – HESKETH HOUSE

### CURRICULUM STATEMENT

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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.

The curriculum is organised in the spirit of the National Curriculum, but is certainly not limited by it, and provides a strong framework for future study, in that it:

- encourages breadth of study and range of experience without sacrificing depth of understanding
- Through the subject specialist teaching and timetabled structure of the school day, ensures that there is no narrowing of the curriculum and that all subjects retain their allocated timings
- gives all boys experience of outdoor activities;
- provide social, spiritual, practical, physical, personal, pastoral, activity, aesthetic, cultural, creative, community, curiosity, communication, enterprise, entrepreneurial and enrichment opportunities for all boys through the co-curricular programme, assemblies and the pastoral system;
- seeks to foster the development of higher order skills such as critical thinking and creative thinking
- promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance

### Curriculum Plan

There are 40 lessons (35 minutes) in a week, with subjects allocated as follows:

	Year 3 / Year 4	Year 5 / Year 6
English	10	9
Maths	9	8
Science	4	4
Computing	2	2
Learning Challenges	4	4 (including RE)
ADT	2	4
PSHEE	1	1
RE	1	
Languages	1	2
Music	2	2
PE	4	4
<b>TOTAL</b>	<b>40</b>	<b>40</b>

Through the Hesketh House Habits of Mind, our Curriculum develops the following attributes:



## Appendix B – PARK ROAD

### CURRICULUM STATEMENT

The curriculum is organised in the spirit of the National Curriculum, but is certainly not limited by it, and provides a strong framework for future study, in that it:

- encourages breadth of study and range of experience without sacrificing depth of understanding
- Through the subject specialist teaching and timetabled structure of the school day, ensures that there is no narrowing of the curriculum and that all subjects retain their allocated timings
- gives all boys experience of outdoor activities;
- provide social, spiritual, practical, physical, personal, pastoral, activity, aesthetic, cultural, creative, community, curiosity, communication, enterprise, entrepreneurial and enrichment opportunities for all boys through the co-curricular programme, assemblies and the pastoral system;
- seeks to foster the development of higher order skills such as critical thinking and creative thinking
- promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance

The Junior School operates an 80 period two-week cycle, with eight 35 minute periods per day.

#### Junior School Curriculum – Autumn Term

	3A	3B	4A	4B	5A	5B	5C	6A	6B	6C
English	22	22	16	16	3 sets x 16			3 sets x 18		
Maths	18	18	16	16	3 sets x 16			3 sets x 16		
Science	8	8	8	8	8	8	8	8	8	8
Humanities	6	6								
History			4	4	4	4	4	4	4	4
Geography			4	4	4	4	4	4	4	4
Art			4	4	4	4	4	4	4	4
Design Technology			4	4	4	4	4	4	4	4
ADT	4	4								
Music	4	4	4	4	4	4	4	4	4	4
PE	4	4	4	4	4	4	4	4	4	4
Swimming	2	2	2	2	2	2	2	2	2	2
RE	2	2	2	2	2	2	2	2	2	2
Sport	4	4	4	4	4	4	4	4	4	4
Mandarin	2	2	2	2	2	2	2	2	2	2
Library			2	2	2	2	2			
Computing	2	2	2	2	2	2	2	2	2	2
PSHE	2	2	2	2	2	2	2			
Critical Thinking								2	2	2

#### Junior School Curriculum – Spring & Summer Terms

	3A	3B	4A	4B	5A	5B	5C	6A	6B	6C
English	22	22	16	16	3 sets x 16			3 sets x 18		
Maths	18	18	16	16	3 sets x 16			3 sets x 16		
Science	8	8	8	8	8	8	8	8	8	8
Humanities	6	6								
History			4	4	4	4	4	4	4	4
Geography			4	4	4	4	4	4	4	4
Art			4	4	4	4	4	4	4	4
Design Technology			4	4	4	4	4	4	4	4
ADT	4	4								
Music	4	4	4	4	4	4	4	4	4	4
PE	4	4	4	4	4	4	4	4	4	4
Swimming	2	2	2	2	2	2	2	2	2	2
RE	2	2	2	2	2	2	2	2	2	2
Sport	4	4	4	4	4	4	4	4	4	4
Mandarin	2	2	2	2	2	2	2	2	2	2
Library			2	2	2	2	2			
Computing	2	2	2	2	2	2	2	2	2	2
PSHE	2	2	2	2	2	2	2	2	2	2

## Appendix C – BEECH HOUSE





## CURRICULUM STATEMENT

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In Beech House the “Curriculum” is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the EYFS framework and the KS1 academic curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children’s experience. It also includes the wider curriculum – i.e. the skills and attitudes that the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible, independent people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our pupils. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent, reflective individuals who have a love of learning.

**Our Curriculum allows our children to:**

Be Curious	Be knowledgeable	Be adventurous	Be ambitious	Be positive
Be Creative	Be collaborative and caring	Be reflective	Be independent	Be resilient

### Organisation and planning

In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning with clear planned progression in all curriculum areas.

### The Foundation Stage (Please see the EYFS Curriculum policy for additional details)

Our curriculum meets the statutory EYFS Framework and the Development Matters Guidance requirements. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children’s skills and experiences whilst identifying and developing the children’s ‘Characteristics of Effective learning’.

Our school fully supports the principle that young children learn through play, and by accessing well-resourced enabling environments which allow for a balance of child initiated and structured activities. Continuous Provision each day allows the children to apply their understanding and learning about the world around them.

The Pre-School class follows a separate programme of activities as appropriate to the age and identified needs of the pupils attending.

### **Curriculum Plan**

Beech House operates 9x30 minute sessions per day with two of these allocated to assemblies each week, thus operating a 43 period curriculum each week for KS1 and 44 for EYFS.

Within the Foundation Stage and KS1 greater emphasis is given to the basics of Literacy and Numeracy with separate phonics and guided reading lessons identified within each class’ timetable.

However, much learning during broader Literacy lessons includes a focus upon learning about the wider world.

### KS1

Phonics	5
Literacy	7
Numeracy	9
Topic (to include Science, History, Geography)	6
Art and Design and Design Technology	2
PSHEE/P4C	2
Music	2
MFL	1
PE	4
RE	1
Computing	2

### Foundation Stage – Reception\*

Phonics	5
Guided Read	4
Literacy	10
Numeracy	8
Music	2
PSHEE/Philosophy 4 Children	2
PE	2
Physical Development	2
Continuous Provision	10

\*Lessons do not necessarily follow this rigid structure within Reception classes however this reflects the allocation of time across a week in each area.

### Foundation Stage – Pre-School\*

Phonics	5
Guided Read	4
Literacy	5
Numeracy	5
Music	2
PSHEE	1
PE	2
Physical Development	5
Continuous Provision	15

\*Lessons do not necessarily follow this rigid structure within the Pre-School Class, however this reflects the allocation of time across a week in each area.