

St Christopher's, Hove



A Member of the Brighton College Family of Schools

CURRICULUM POLICY

This policy applies to EYFS

The curriculum is continually evolving and developed and is constantly being reviewed and updated in response to developments in the educational world, the needs of our pupils and changes within the School. This document sets out the curricular aims and current practice employed to achieve these.

Aims:

- St Christopher's School is committed to providing pupils with a curriculum that is broad, challenging and differentiated to suit the needs of the pupils
- All pupils should have equal access to the curriculum regardless of gender, ethnic origin, physical mobility or special educational need
- We aim to create a rich and stimulating environment where the pupils feel confident, have a love of learning and aim to achieve high standards
- All areas of the curriculum are valued and we aim to offer a balanced and stimulating variety, including academic subjects, the arts, music, practical activities and physical education
- We aim to provide pupils with a curriculum for the 21st Century, where we endeavour to foster independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their practical and problem solving skills. We encourage pupils to discuss, reflect and evaluate their learning experiences.

Practical Details: Subjects and Time Allocation

The school day is split into blocks of 20 minutes with lessons scheduled for 20, 40, 60 or 100 minutes in duration extending to 120 minutes for Games and Swimming

Subject Allocations by Year Group – NB Year 2 Games includes Swimming

TIMETABLE ALLOCATIONS IN MINUTES 2017.18

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	8L	8P
English/Drama	250	320	240	340	280	240	240	240	220	220
Reading		100	60	60	40	40	40	0	0	0
Maths	100	280	240	280	280	220	200	200	240	240
Mental Maths				20	20	20	20	20	0	0
Science	150	40	80	140	160	180	200	200	240	240
French	20	40	40	100	100	120	120	160	160	160
Latin					40	80	80	80	80	80
Mandarin		20	40	40	40	40	40	0	0	0
Spanish		0	0	0	0	0	0	0	0	0
History				80	80	80	80	100	100	100
Geography				80	80	80	100	100	100	100
RS			40	40	60	60	60	100	100	100
Music	100	40	40	40	60	40	40	40	40	40
Art	90	60	80	60	60	80	80	80	60	60
ICT	60	60	40	40	40	40	40	40	40	40
PE	60	40	40	40	40	40	40	60	40	40
PSHCE/PSED/Circle	50	40	40	20	20	20	20	20	20	20
Games/Changing	80	120	260	200	200	240	240	240	240	240
Matches/Acts/Other	150	0	0	140	140	140	120	140	140	140
Topic	330	120	120	0	0	0	0	0	0	0
Forest (incl Maths/Eng)	0	160	160	0	0	0	0	0	0	0
Our World	0	80	20	0	0	0	0	40	40	40
Reasoning	0	0	0	0	0	60	60	0	0	0
Total	1440	1520	1540	1720	1740	1820	1820	1860	1860	1860
				Target	1740	1820	1820	1860	1860	1860

Important Note: EYFS consists of seven areas of learning. These are to be given equal weighting in provision including direct teaching, adult led activities and child led activities in the planned environment. Therefore the school day/week should not be cut up as shown above for Reception and will vary week to week but is provided as an overall guide to what we would aim to achieve if practicable within the EYFS guidelines.

The seven areas of learning are;

- 1. Communication and Language**
- 2. Physical Development**
- 3. Personal, Social and Emotional Development**
- 4. Literacy**
- 5. Mathematics**
- 6. Understanding the World**
- 7. Expressive Arts and Design**

More information is available in the EYFS policy.

Pupils who are not representing the School at sport on Wednesday afternoons undertake two activities.

National Curriculum

The National Curriculum provides a broad guide for the School's curriculum and this is reflected in our schemes of work. We are able to select those aspects of the syllabi that we feel are best suited to the needs of our pupils and supplement these with our own ideas and expertise to enable pupils to be prepared effectively for the 13+ Common Entrance or Scholarship Examinations.

Curriculum Co-ordination

The Academic Coordinator and Deputy Head Academic are responsible to the Headmaster for the academic life of the school. Each subject is led by a Head of Department, who has the responsibility of coordinating and managing the subject, monitoring good teaching practice and, through consultation with colleagues, producing a scheme of work. They also manage a departmental budget, providing resources for pupils and staff. There are also Heads of Faculty to help streamline communication between the Academic Coordinator, Deputy Head Academic and Heads of Department across the school. Recently a new Academic Committee has been formed which includes the Deputy Head Academic, the Headmaster and three Governors with the aim of reviewing one academic

subject area per term on rotation. The Headmaster chairs meetings of this committee, the Deputy Head Academic chairs termly meetings with either Academic Heads of Department or all Heads of Departments as necessary.

Pupil Admission Policy

Admission at 4+ follows an Explore and Learn day in which the pupils are informally assessed. Children entering the School at 5+, 6+ are assessed in their reading, writing and mathematical ability by form teachers and given a Reasoning Test administered by the School Registrar. Children wishing to join the School in Year 3 (7+) or above undertake Verbal, Non-Verbal, Quantitative Reasoning and Spatial Awareness via the GL CAT4 Pre-A digital assessment which is age-standardised.

Standardised scores are used in conjunction with feedback from teachers who have taught the child throughout the day when considering their suitability for entry into the school. Reports from current schools, behaviour, previous learning experiences and specific needs are also taken into account. The assessments are taken in school, following which the candidate spends the remainder of the school day with their peer group or comes in for a separate taster day.

Setting

In Years 5 and 6, pupils are taught by specialist teachers and some subjects may be delivered in ability sets; in Year 7, pupils are either set or streamed depending on the academic profile the year group. If setting occurs then this is done for most examination subjects from the start of term and reviewed at Michaelmas exams. In Year 8 pupils are streamed, in preparation for either 13+ Common Entrance or Scholarship examinations. There is flexibility between sets and pupils are carefully monitored; however, we are always mindful of a pupil's confidence and any decision to move a child is given careful consideration.

Prep

Regular Prep is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce knowledge, skills and understanding, which have been learnt in the classroom. Prep has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support and encouragement where necessary.

Whilst the amount of Prep will vary according to age and learning needs, pupils will be assigned Prep in subjects as and when appropriate. The following is a guide for staff:

The current prep schedule for years 4 to 8 is shown below;

Homework Timetable 2017-2018

2017.18	4G	4S	5M	5S	6F	6L	7L	7M	8L	8H
	30 min each	30 min each	30 min each	30 min each	30min each	30min each	30min each unless stated otherwise	30min each unless stated otherwise	40min each unless stated otherwise	40min each unless stated otherwise
Monday	Maths SEG	Maths RLS	Science LDS	Geography or History KVM, CDH	Science LDS	French NAL	Latin MC RS CDH	Latin MC History DAL	RS CDH English NAM	History DAL English NAM
Tuesday	English SEG	English RLS	Geography or History KVM, CDH	English VCF	French NAL	Science LDS	French NAL History DAL	French NAL Geography BEL	Science HML Geography Set on Monday BEL	Science HML Geography BEL
Wednesday	Reading	Reading	English SNB	French or Latin Learning NAL or MEC Latin set on Monday	English VCF	English VCF	French Learning NAL Set on Tuesday	French Learning NAL	French NAL	French NAL
Thursday	French SGW	French MEC	French or Latin Learning NAL OR MEC	Science LDS	Geography or History KVM or DAL Geography set on Wednesday	Geography or History BEL or DAL History set on Wednesday	English NAM Science HML	English NAM Science HML	History DAL Latin MEC	RS CDH Latin MEC
Friday	Science SEG	Science LDS	Maths Set 1 JE and set 2 KVM		RS or Latin RS set on Wed CDH or MEC	RS or Latin CDH or MEC	Maths 60 Set on Thursday MAF Geography BEL	Maths 60 MAF RS CDH	Maths 60 MAF French Learning Set on Thursday NAL	Maths 60 JE French Learning Set on Thursday NAL
	Year 4 tutors will aim to collate all homeworks and issue on one day and collect in on another day later in the week		ASC Spanish Learning		ASC Spanish Learning	ASC Spanish Learning	ASC Spanish/Mandarin Learning	ASC Spanish/Mandarin Learning	ASC Spanish/Mandarin Learning	ASC Spanish/Mandarin Learning

Reception	Daily reading with an adult once a child is on the school reading scheme and spellings during the Lent and summer terms
Year 1	Daily reading and weekly spellings
Year 2	Reading, tables and spellings with extra Prep to support class work as directed by the form teacher
Year 3	Reading, tables and spellings with extra Prep to support class work as directed by the form teacher

Middle and Upper School Preps should always have a directed target, which may involve writing, reading, problem solving, creating, planning, researching, course work, revision etc.

When setting Prep staff should ensure the following happens:

- Pupils understand fully what is required and have noted down the details in their planner/dairy or exercise book or on the worksheet provided as appropriate and when the work is to be completed and handed in
- Ensure that full details of the prep appear on the relevant form page on the school website

At the start of each year a Prep Timetable is agreed to ensure that pupils receive an equal and fair distribution of homework subjects throughout the week. Details are published in the Parents' Handbook. No variations to the Prep Timetable should be arranged without the agreement of the Head of Pre-Prep or the Academic Coordinator.

Extra-Curricular Activities

Great value is placed upon pupils participating in extra-curricular activities and all are encouraged to make the most of the opportunities made available to them. The extra-curricular activities are an essential aspect of providing the pupils with a well-rounded education. These activities aim to develop the pupils' confidence, skills and interests in a non-academic environment and have notable social benefits. Wednesday Activities are coordinated by the Director of Co-Curriculum. After-school clubs for all pupils also enrich the pupils' educational experience and are coordinated by the School Office and the Director of Co-Curriculum.

Field Trips/Visitors to School

We aim to provide pupils with a wealth of first-hand experiences and we place a strong emphasis on educational visits, visitors to School and residential trips. We aim for each form to experience one educational visit per term in the Pre-Prep and two per year in the rest of the school. A carefully balanced programme has been developed and is set out below:

Year Group Educational Visit Residential Trips - Recent Years

Reception	Pantomime, farm, Fire Station, Sealife Centre and sheep farm
Year 1	Toy Museum, Bluebell Wood, Weald and Downland Open Air Museum, RNLI, Woods Mill
Year 2	Pizza Express, Arundel Castle, Pancake making, Woods Mill, pantomime, sheep farm
Year 3	Thistle Hotel, Pantomime, Preston Manor, Dentist, Newhaven Fort
Year 4	Weald and Downland Museum, Theatre, Fishbourne, French visit, beach
Year 5	British Museum, biology field trip, 'Wicked' musical, day trip to France, Ski Trip, Natural History Museum
Year 6	Biology field trip, Bodiam Castle, Residential French trip, Natural History Museum, Ski Trip
Year 7	Biology field trip, day trip to France, Residential French Trip, Tower of London, Geography field trip, Ski Trip
Year 8	Leavers' day, Adventure holiday, Bletchley Park, Globe Theatre, Dorset Tank Museum, Ski Trip

Assessment, Recording and Reporting Progress

We believe that assessment and record keeping are essential to:

- Allow staff to monitor the progress of individual pupils
- Help staff to evaluate the provision they make and to plan effectively for all pupils and differentiate work accordingly
- A shared initiative to which everyone can contribute

Aims

- To show development of the whole child
- To monitor the pupil's developing skills, knowledge and understanding at particular points in time
- To highlight the strengths and weaknesses of our pupils
- To note whether pupils gain equal access to the curriculum on offer
- To provide information so that we can plan the next step in the pupil's education

It is important to recognise that teacher assessment is an integral part of teaching and learning in the classroom. It does not necessarily require additional tasks or tests.

The following table indicates the timing of [standardised assessments](#), [school examinations](#), reports and [parents' consultation evenings](#):

Key to table below:

PTM	Progress Test in Mathematics	NGRT	New Group Reading Test	PTE – Progress Test in English
CAT	Cognitive Ability Tests – NVR, VR, QR and Spatial Awareness		SWST – Single Word Spelling Test	

	Michaelmas		Lent		Summer	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Reception	P. Evening	Reports	P. Evening			Reasoning Test Reports
Year 1	P. Evening SWST	Reports	P. Evening			PTE Reasoning Test Reports
			PTM			
Year 2	P. Evening NGRT	Reports	P. Evening			PTE Reasoning Test Reports
			PTM/ SWST			
Year 3	P. Evening CAT NGRT	Reports	P. Evening			PTE Reports
			PTM SWST			
Year 4	CAT NGRT	P. Evening Reports	P. Evening		Exams	PTE Reports
			PTM SWST			
Year 5	CAT NGRT	Reports Exams	P. Evening		Exams	PTE Reports
			PTM SWST			
Year 6	CAT NGRT	Reports Exams	P. Evening		Exams	PTE Reports
			PTM SWST			
Year 7	CAT NGRT	Reports Exams	P. Evening		Exams	PTE Reports
			PTM SWST			
Year 8	CAT NGRT	P. Evening Reports Exams	P. Evening		CE, CAS and BCAS	Reports
			PTM SWST	Mock Exams		

Provision of Learning Support

All pupils have a right to equal access to the curriculum. We have a small number of pupils who require learning support lessons in order to enable them to make the academic progress of which they are capable. Some of these pupils have been identified as

having dyslexia or dyspraxia; others simply have gaps in their knowledge or low confidence and require extra help and support. The Learning Support Coordinator teaches pupils who require additional support for either one or two lessons per week, individually or in small groups.

A provision of small Learning Support Groups in years 4 to 8 timetabled against Latin is provided for those who are weak in Mathematics and English or who have some other specific learning need. In addition to this the school has an additional member of staff working two days a week in support of children within Pre-Prep alongside support provided in class and by the Form Tutors themselves.

Detailed advice and strategies for effective teaching and learning for pupils who require additional support are set down in the Learning Support Policy contained in the Staff Handbook. Pupils who receive learning support outside the classroom have an IEP, (Individual Education Plan). The Learning Support Coordinator or members of the Learning Support Team writes these in consultation with the Form Teacher/Tutor/Subject Teacher and they are reviewed each term.

The needs of our most able pupils are specifically met through careful and detailed planning. Activities such as the Junior Mathematics Challenge provide these pupils with the opportunities to extend their learning. In Year 7, setting/streaming the gifted or talented pupils enables them to work at the appropriate level and pace. Challenge weeks in different subject areas, the wide variety of extra-curricular activities, particularly music, sport and the arts, allow pupils the opportunities to excel in many different areas and be educated in a rich and stimulating learning environment.

PSHEE

PSHEE plays an important part in the development of the pupils as well-rounded and happy individuals. PSHEE lessons are allocated a specific time slot on the School Timetable for every form and we recognise that this is a cross-curricular subject, which impinges on all aspects of a child's development in school. The lessons will aim to encourage respect for other people with particular regard to the protected characteristics under the Equality act 2010. An appropriate treatment of very basic economic matters will be covered in PSHEE and in the Our World programme of study.

Careers Education

In years 7 and 8 children will be given general initial advice appropriate to their age about potential future careers.

British Values

Traditional British values and 'Britishness' are implicitly affirmed throughout our curriculum in line with the ethos and aims of the school.

Curriculum Liaison

The Head of Pre-Prep has pastoral and academic responsibility for their section, the Head of Middle School has pastoral responsibility of the 3 year groups in that section and the Head of Seniors looks after years 7 and 8. The Academic Coordinator and Deputy Head Academic are responsible for the academic programme of pupils preparing for the 13+ Common Entrance and Scholarship Examinations and those in Middle School.

The Headmaster meets weekly with the Heads of Section and the Academic Coordinator and daily with the Deputy Headmaster.

The Academic Coordinator and Deputy Head Academic have whole-school responsibility for the curriculum. They meet frequently with the Heads of Section to ensure that the School's curriculum maintains cohesion.

Heads of Departments meet as and when necessary, usually at least once each term with teachers who deliver subjects and are responsible for maintaining subject handbooks which contain subject policies and medium-term planning for all year groups. The Deputy Head Academic chairs termly Academic Committee meetings. Occasional meetings with all Heads of Department are held as necessary.

Specialist Teachers

Specialist teaching takes place throughout the School. In the Pre-Prep, French, Mandarin and Music are specialist taught with PE and Games taught by member of the Games Department. In Year 4, teaching tends to be form based, with a small element of specialist teaching enabling pupils entering the Middle School to have the continuity offered by their Form Teacher. In Years 5 to 8, a greater emphasis is placed upon pupils being taught by teachers who specialise in particular subjects. As well as the obvious academic benefits, this also prepares pupils for moving on to their senior schools where a greater degree of independence and personal organisation is required.

C. Pincott

Academic Coordinator

Last reviewed: August 2017

Next review: August 2017