



CURRICULUM POLICY

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Last reviewed: Sept 2024

Headmistress:

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Introduction

Westbury House School provides a full-time supervised education to children aged 2 to 11 years (Nursery to Year 6). There is an option for children in the Nursery to attend part time; however, the majority of children attend full time for at least a term prior to moving into the Reception Year.

Aims

Westbury House school offers a broad, balanced curriculum aimed at securing the best possible levels of progress for all of its pupils. The curriculum supports and reinforces the aims of the school and its ethos which:

- provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- provides a programme of activities for pupils below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- enables all pupils to acquire speaking, listening, literacy and numeracy skills.
- provides all pupils with the opportunity to learn and make progress
- inspires a love for learning which will last a lifetime
- promotes the highest standards in all learning and teaching
- contributes along with the wide range of extra-curricular opportunities, to the ideal of a broad education for every pupil at the School
- is appropriate for the ultimate goals of senior school pre-tests, common entrance and assessment processes, Scholarship and Grammar Entry at 11+ and allows for a sensible balance between academic and non-academic subjects, given the demands on time for entrance examination preparation
- develops the study skills which pupils need to encourage initiative, individuality, independence, commitment, creativity and enquiry
- seeks to cater for all pupils according to their educational needs: this involves taking into account the ages, aptitudes and needs of all pupils and differentiating accordingly, being guided where appropriate, by a pupil's Individual Education Plan (IEP), as well as being mindful of and supporting those pupils who may have an Education, Health and Care plan (EHCP);
- through Mindfulness sessions, promotes pupil's physical and emotional health and wellbeing, and raises awareness around the importance of mental health
- through MindUp lessons, uses an approach based firmly in neuroscience to teach pupils the skills and knowledge they need to regulate their stress and emotions, form positive relationships, and act with kindness and compassion
- through curricular and extra-curricular activities, including the PSHE programme, reflects the School's aims and ethos, and contributes towards, develops and builds an awareness and appreciation in the pupils' personal,

social and health and economic education. This includes actively promoting the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

- through PSHE, should ensure that respect for all people is encouraged, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- through Relationships Education ensuring all pupils in Years 1-6 receive Relationship Education
- through the No Outsiders curriculum, uses classroom lessons, assemblies and story books to teach pupils about all aspects of difference and diversity – principles which are in line with Fundamental British Values and promoted in the Equality Act (2010), in particular relating to the 9 Protected Characteristics
- provides lessons where the principal language of instruction is a Modern Foreign Language
- provides religious education for all pupils
- prepares pupils for the opportunities, responsibilities, and experiences of life in British society. This includes extending pupils' understanding of career opportunities by providing up-to-date and impartial counsel and encouraging broad-based discussion of career paths in lessons and in general

Curriculum Implementation

The effective implementation and development of the Curriculum is led by the Headmistress and Deputy Head as well as the individual Phase or Subject Leaders.

The Headmistress, Deputy Head, Phase Leaders and Subject Leaders liaise regularly to ensure the curriculum is fully reflective of the school's aims and objectives. Regular liaison is encouraged between Subject Leaders and teachers, to ensure continuity and progression of the curriculum. Relevant job specifications make clear the expectations on teachers and Subject Leaders.

Breadth and balance are maintained through timetable allocations and curriculum content. All areas of the curriculum are subject to regular review following advice from the ISI and DfE. In order to facilitate this curriculum, the timetable is reviewed regularly. This ensures that consideration is given to changes in the education system in general, and that opportunities to improve the curriculum available to the pupils are taken.

The National Curriculum and Early Years Foundation Stage documentation provide the framework for the curriculum, which is at times accelerated to meet the needs of the children, to provide breadth and depth and to prepare for entry to Senior Schools.

Great care is taken in Curriculum planning, both for the long and medium term. 'Programmes of Study' describe long-term plans and are available for each area of learning, providing an overview of the aims of the subject and how it is to be taught year on year. Medium-term plans are called 'Schemes of Learning' and are prepared by relevant teachers, term by term, outlining exactly what is to be taught in that term and what resources are to be used. Long and Medium-term planning documents are saved centrally on the school's server drive.

The needs of the More Able (and High Ability pupils), the Middle Ability pupils and the Lower Ability pupils in particular subject areas, or groups of subjects, are considered in planning.

Teaching and Learning

Teachers use a mixture of traditional and modern methods, with an emphasis on whole class teaching. Bearing in mind ages and aptitudes, teachers have high expectations of pupils with regard to effort, commitment, and achievement.

Differentiated teaching and learning is a requirement within each mixed-ability class and the Learning Support Department, where appropriate.

Additional provision is included within the curriculum to both support and extend pupils based on their abilities across all subjects. Staff are aware of procedures used to highlight causes of concern, English as an additional language or Able, Gifted and Talented (AG&T), and information on how to accommodate the pupils' needs into the curriculum are held on the English as an Additional Language (EAL), Special Educational Needs and Disability (SEND) or AG&T Register.

Particular care is taken to:

- make reasonable adjustments to accommodate the needs of pupils with additional needs
- where a pupil has an Education, Health and Care Plan (EHCP) or Individual Education Plan (IEP), provide education which fulfils its requirements.

Computing skills are taught throughout the School. iPads and Chromebooks are used in lessons to provide additional opportunities for IT.

Early Years Foundation Stage (Nursery and Reception)

The Foundation Stage provides a broad range of educational experiences which forms the basis of future learning.

The national EYFS curriculum is followed in Nursery and continues in Reception, with children progressing onto Key Stage 1 work, where appropriate, during the Summer Term in preparation for their move into Year 1. We use the 'Anima phonics' scheme

for phonological awareness and in September 2023 introduced the 'WhiteRose' Maths Curriculum to our Reception Class.

The children are encouraged to learn through child- initiated play and activities, adult-led structured activities and develop their physical, intellectual, emotional and social skills.

The curriculum is carefully planned to provide children with a rich learning experience, based on their interests and experiences.

The seven areas of learning in the Foundation Stage are:

- Communication and Learning
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three characteristics of effective teaching and learning from the statutory framework for the EYFS are:

- Playing and exploring
- Active learning
- Creative and critical thinking

Key Stage One and Key Stage Two

The pupils in Years 1 – 6 are given a strong grounding in the basics of the core subjects:

- English
- Mathematics
- Science
- Computing

They also study:

- History
- Geography
- Art
- Drama (incorporated throughout curriculum and in one English lesson each week)
- French (EYFS to Y6)
- Mandarin (Year 2 -6)
- Religious Education
- PSHE and RHE
- Character Education

- No Outsiders (Equality, Diversity and Inclusion)
- Mindfulness inc MindUp (incorporated throughout curriculum for example during Form Time, 'Thoughtful Thursday' and Forest School)
- Mastery (including 11+ preparation)
- Music
- Physical Education
- Games
- Swimming
- Forest School (Reception – Year 6)

Curriculum Emphasis

Westbury House School gives priority to the academic subjects in timetabling, with a particular emphasis on English and Maths. These core academic subjects may only be missed due to an outing or for agreed reasons (for example to attend a music lesson only when attendance during a non-core lesson is not possible) at the discretion of members of the SLT.

Trips, outings and visitors during the term

Educational trips and visitors are organised by Teachers throughout the year and as far as reasonably possible, align with curriculum content and relevant learning objectives.

Trips and visits are organised with care to avoid disrupting the daily routine too often. For Year 6, the Autumn Term especially is kept clear of most of these arrangements. During other terms, the school will endeavour to prioritise academic commitments over other activities.

Disability/Inclusion

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan, which is available to parents via the Parent Handbook and/or website.

Differentiation

A variety of teaching and learning methods and materials are used to suit pupils' different needs.

Religious Education

Religious Education, which includes the study of major world religions, is available to all pupils. While the school acknowledges parents have a right to withdraw their children from religious Education, the school strongly encourages all pupils to attend Religious Education lessons.

Effective promotion of Fundamental British values

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in many ways throughout the school, for example, in the RHE and PSHE programme, School Council, assemblies, Character Virtues lessons, the No Outsiders curriculum and within subject areas.

Political Education

Political issues may occasionally be referred to in lessons. They are presented in a balanced manner and can be linked to the teaching of Fundamental British Values.

Community Cohesion

The school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Mastery (including 11+ preparation)

Through weekly Mastery lessons, all KS1 and KS2 pupils learn to work at greater depth and are stretched and challenged in English and Maths. This supports our 11+ preparation offer.

Examples of working at Greater Depth in KS1 are included below.

In KS1 reading, children who are working at greater depth can:

- In a book they are reading independently, make inferences on the basis of what is said and done
- Predict what might happen on the basis of what has been read so far
- Make links between the book they are reading and other books they have read

In KS1 writing, children who are working at greater depth can:

- Write effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar
- Make simple additions, revisions and corrections to their own writing
- Use the punctuation taught in KS1 mostly correctly
- Spell most common exception words
- Use suffixes mostly correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Join some letters in their handwriting

In KS1 maths, Year 2 children who are working at greater depth can:

- Read scales where not all numbers on the scale are given, and estimate points in between
- Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts (e.g. 2×2 is the same as 1×4)
- Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 'Together, Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?')
- Solve unfamiliar word problems that involve more than one step (e.g. 'Which has the most biscuits: 4 packets of biscuits with 5 in each packet, or 3 packets of biscuits with 10 in each packet?')
- Read the time on a clock to the nearest 5 minutes
- Describe similarities and differences of 2D and 3D shapes, using their properties (e.g. knowing that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions)

In KS2, the following Mastery and 11+ preparation timetable is followed:

Year 3	Year 4	Year 5	Year 6
Start of the Autumn Term: CAT4 assessments	Start of the Autumn Term: CAT4 assessments	Start of the Autumn Term: CAT4 assessments	Start of the Autumn Term: CAT4 assessments
<p>11+ preparation:</p> <p>Autumn Term: Non-verbal and verbal reasoning introduced into mastery lessons</p> <p>Summer Term: Non Verbal Reasoning and Verbal Reasoning practice tests introduced</p>	<p>11+ preparation:</p> <p>9+ practice papers introduced into mastery lessons</p> <p>Summer Term: access to BOFA 11+ online resource</p>	<p>11+ preparation:</p> <p>After school 11+ Club from September</p> <p>Autumn Term: Mock examinations 10+ papers</p> <p>Spring Term: 11+ papers, timed assessments</p> <p>Summer Term: interview practice</p>	<p>11+ preparation:</p> <p>Autumn Term: 11+ Club Interview practice</p>
<p>English Mastery</p> <p>Creative writing ('show don't tell'), comprehension strategies, grammar review, analysing writing</p>	<p>English Mastery</p> <p>Pupils continue to gain experience of planning and writing a variety of creative writing and essay types, analysing and improving their own and others' writing</p>	<p>English Mastery</p> <p>Introduction of essays: how to plan, structure and write discursive, persuasive and book essays</p>	<p>English Mastery</p> <p>Children receive discrete weekly 11+ comprehension practice in addition to the reading skills developed through the study of 'whole texts'</p>

		Introduction of ISEB 10+/11+ reading comprehension tasks	
<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments</p>	<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments Strategies for solving worded problems</p>	<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments Strategies for solving worded problems Maths investigations</p>	<p>Maths Mastery</p> <p>Fluency and variation; termly Problem Solving and Reasoning lessons and assessments Strategies for solving worded problems Maths investigations</p>
<p>End of the Summer Term:</p> <p>PTE, PTS and PTM (progress assessments in English and Maths)</p>	<p>End of the Summer Term:</p> <p>PTE, PTS and PTM (progress assessments in English and Maths)</p>	<p>End of the Summer Term:</p> <p>PTE, PTS and PTM (progress assessments in English and Maths)</p>	<p>End of the Summer Term:</p> <p>PTE, PTS and PTM (progress assessments in English and Maths)</p>
<p>Programme of intervention to maximise learning potential and for those not making expected progress</p>	<p>Continued programme of intervention to maximise learning potential and for those not making expected progress</p>	<p>Continued programme of intervention to maximise learning potential and for those not making expected progress</p>	<p>Continued programme of intervention to maximise learning potential and for those not making expected progress</p>

PE and Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent is required.

Forest School

Forest School is a unique and hands-on approach to learning that focuses on outdoor, nature-based experiences. Forest School is more than just playing outside; it's an educational method that encourages children to explore the natural world, develop essential life skills, and learn through practical experiences. It's a child-led, long-term process that builds confidence, self-esteem, and independence through exposure to outdoor environments.

The Benefits of Forest School for Primary School Children

There are countless benefits to engaging children in Forest School activities. Here are some of the most important ones:

- **Physical Development:** Exploring forests and natural spaces involves running, climbing, balancing, and other activities that promote motor skills, coordination, and overall physical fitness.
- **Social Skills:** Through team-building tasks and collaborative play, children develop communication, cooperation, and conflict-resolution skills.
- **Emotional Well-being:** Nature has a calming effect, reducing stress and anxiety. Forest School nurtures emotional resilience, as children face challenges and solve problems in a supportive environment.
- **Creativity and Imagination:** Forest School encourages open-ended play, where children can use their imaginations, build dens, create artwork from natural materials, or engage in role-play.
- **Problem-solving and Risk Management:** Children assess risks in a controlled environment, learning to make decisions and evaluate safety in various scenarios.
- **Connection to Nature:** In an increasingly digital world, Forest School helps children build a strong connection with the natural environment. This can foster a sense of responsibility for caring for the planet and appreciation for wildlife.

- **Boosting Academic Skills:** While Forest School is rooted in play and exploration, it also reinforces classroom learning. For example, math, science, and language skills are naturally integrated through activities like measuring, observing wildlife, and storytelling.

All pupils are expected to take part in the Forest School programme. This is a child-centred learning process, providing learner inspired, hands-on experiences in the natural environment. It's creative and helps increase their confidence as they problem-solve both independently and collaboratively. We go out in all weathers - The reason is simple: nature doesn't stop, and neither does learning. Different weather offers children new opportunities to engage with the environment. Rain provides sensory experiences like the feel of wet leaves, the sound of water drops, and the sight of animals sheltering. Cold weather allows children to learn about frost and the change of seasons. Challenging weather also helps children develop resilience, adaptability, and an appreciation for the outdoors in all its forms. By learning how to dress appropriately and stay comfortable, children gain independence and practical life skills. There's an old saying in Forest School: "There's no such thing as bad weather, only unsuitable clothing." Pupils can only be excused from Forest School lessons for medical reasons, for which a medical note from parents is required.

Special Educational Needs

The School is committed to providing for the special educational needs of its pupils whatever their specific identified learning difficulties or talents and gifts might be. English as an additional language can be provided if necessary. The school will determine the appropriate courses in consultation with the parents. Please refer to the following policies: Special Educational Needs and Disability Policy (SEND) and English as an Additional Language Policy (EAL).

Homework

The school expects homework to be set appropriately. Additional guidance is provided in the School's Homework Policy which can be found within the Teaching and Learning Policy (under Role of the Form Tutor).

Extra-curricular Activities

The school offers wide and varied programme of cultural and sporting activities that take place outside the formal curriculum, before, during and after the school day. Pupils are encouraged to take part in the programme and parents may sign their children up to these activities termly.

While Choir is a compulsory aspect to the school's curriculum, both peripatetic Music and Drama lessons are also available upon request.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupils' Form Tutor or the Deputy Head. If the issue is not resolved parents should make an official complaint in writing to the Headmistress. The school has a Complaints Procedure in place, which is available on the school website.

Monitoring and Review

This policy will be monitored by the Deputy Head who will report to the Headmistress on its implementation on a regular basis. The Headmistress will report to the Governing Body on the progress of the policy and will recommend any changes.

All teachers monitor the effectiveness of the curriculum and provide Subject Leaders and/or the Deputy Heads with regular feedback so that improvements can be made. Subject Leaders monitor their subjects on an ongoing basis so that a forward-looking approach to curriculum development is undertaken.

All subjects, their schemes and other documentation are reviewed annually by the Senior Leadership Team.

The allocation of subjects to classes, and their period allowances, are reviewed annually by the Senior Leadership Team.

With reference to RHE, this was implemented in the Spring Term 2021 once the initial consultative phase with parents, pupils and colleagues was completed in Autumn 2020.

The curriculum policy is reviewed annually by the Senior Leadership Team and every two years at Governance level.

This is a whole-school policy which includes the Early Years Foundation Stage.

Next review date (board level): Spring 2024

Appendix 1: Curriculum Map

CORE	KS1 minutes	NUMBER OF LESSONS	LKS2 minutes	NUMBER OF LESSONS	UKS2 minutes	NUMBER OF LESSONS
Form Time <i>(incl. Character Virtue, citizenship etc.)</i>	45	3	45	3	45	3
Assembly	30	2	30	2	30	2
English & Drama	320	8	320	8	320	8
Maths	280	7	280	7	280	7
TOTAL	675	20	675	20	675	20

KS1 Broader Curriculum	Year 1 minutes	NUMBER OF LESSONS	Year 2 minutes	NUMBER OF LESSONS
Science	120	3	120	3
Humanities	80	2	80	2
RE	40	1	40	1
Art	80	2	80	2
Computing	40	1	40	1
Music	80	2	80	2
French	40	1	40	1
Handwriting	40	1	0	0
Mandarin	0	0	40	1
Mastery – <i>alternating btwn Maths and English</i>	40	1	40	1
Games/PE	160	4	160	4
Swimming	120	3	120	3
Forest School	120	3	120	3
PSHE/RHE	40	1	40	1
TOTAL	1000	25	1000	25

LKS2 Broader Curriculum	Year 3 (minutes)	NUMBER OF LESSONS	Year 4 (minutes)	NUMBER OF LESSONS
Science	120	3	120	3
Humanities	80	2	80	2
RE	40	1	40	1
Art	80	2	80	2
Computing	40	1	40	1
Music	80	2	80	2
French	40	1	40	1
Mandarin	40	1	40	1
Mastery – <i>alternating btwn Maths and English</i>	40	1	40	1
Games/PE	160	4	160	4
Swimming	120	3	120	3
Forest School	120	3	120	3
PSHE/RHE	40	1	40	1
TOTAL	1000	25	1000	25

UKS2 Broader Curriculum	Year 5 (minutes)	NUMBER OF LESSONS	Year 6 (minutes)	NUMBER OF LESSONS
Science	120	3	120	3
Humanities	80	2	80	2
RE	40	1	40	1
Art	80	2	80	2
Computing	40	1	40	1
Music	80	2	80	2
French	40	1	40	1
Mandarin	40	1	40	1
Mastery – <i>alternating btwn Maths and English</i>	40	1	40	1
Games/PE	160	4	160	4
Swimming	120	3	120	3
Forest School	120	3	120	3
PSHE/RHE	40	1	40	1
TOTAL	1000	25	1000	25