



Heath Mount School

Curriculum Policy

Heath Mount School, Hertfordshire

**Independent Co-Educational Day and Boarding
School**

September 2024

1. Introduction

At Heath Mount School, ('the School') the overall aim of the curriculum offered to pupils from 2 to 13 is to develop a joy and enthusiasm for learning, laying the foundation for life-long learning. Within an environment where there exists a climate of encouragement and focused praise on identified progress and achievement, we aspire to develop the whole child.

The broad and exciting curriculum offered is firmly rooted in the values of the school: integrity, industry, resilience, respect and acceptance. It endeavours to develop the knowledge, skills and talents of all, whilst supporting them in becoming confident, rounded young people, reflective problem-solvers and independent learners.

2. Application and Accessibility

This is a whole school policy including the Early Years Foundation Stage ('EYFS'). It is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.

3. Definitions

Learning Power Approach (LPA): the LPA is a method of teaching **learners** to become better equipped to take charge of their own learning, developed by Professor Guy Claxton. The approach aims to strengthen students' learning muscles and develop their independence, resilience, perseverance and collaboration skills, whilst fostering a love of learning. The LPA is being embedded in the school from EYFS -Year 8 and is applied in all aspects of school life to ensure that a pupil's academic and personal development reaches its potential, reflecting the needs of a 21st century learner.

Heath Mount Libellum: In order to respond to the needs of a 21st century learner, we have designed an alternative Year 7 and 8 curriculum for humanities subjects, The Libellum. This is the School's own certificate awarded at the end of Year 8. It runs alongside Common Entrance (CE) syllabus in the core subjects and is designed to ensure that children work at the equivalent level of CE but gives the School the flexibility to cover topics outside of the CE syllabus. Many schools no longer require the more content driven CE examinations that have been traditionally taken at the end of Year 8 to gain a place at Senior School in humanities. The Libellum is an equally rigorous curriculum, more relevant to GCSE content, and one that develops the necessary skills needed in each subject, such as fieldwork and enquiry-based learning. Assessments are spread over the two years, rather than as one final examination at the end of Year 8, which enables children to constantly revise their 'performance' mode of examinations and develop and learn over the two-year course, whilst being assessed through a variety of means.

4. Helping children achieve more

We embrace the provision in the National Curriculum published in September 2013¹ that the curriculum must provide pupils with an introduction to the essential knowledge that they need to be educated citizens, promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society, and prepare pupils for the opportunities, responsibilities and experiences of later life.

5. We aim to

- engender positive attitudes to and the enjoyment of learning;
- build upon pupil strengths and interests and develop each pupil's capacity to learn independently and collaboratively, understanding learning powers and employing these in all areas;
- demonstrate and promote a strong sense of community where pupils develop positive values, attitudes and behaviour, alongside the development of confidence, self-esteem, self-reliance and independence;
- provide a rich and diverse curriculum that demonstrates breadth and balance and actively promotes the spiritual, moral, cultural, physical, social, emotional and intellectual development of the pupils;
- promote each pupil's sense of identity, through their understanding of their cultural heritage and the global dimensions of their lives;
- provide rich and varied learning experiences that are effectively planned, and utilise a range of teaching styles to enable pupils to access the curriculum irrespective of ability;
- meet the needs of the individual by providing opportunities for learning that are appropriately resourced and differentiated;
- assess pupils' learning to inform future planning, using a variety of tools (see the School's Feedback Policy);
- provide varied contexts to enable pupils to think creatively, critically, solve problems and develop opportunities for pupils to be creative, enterprising and capable of leadership;
- develop awareness and understanding of, and respect for the environment;
- communicate effectively and sensitively, treating all pupils with respect and consideration;

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

- provide equal opportunities for all, regardless of gender, race, disability, religion or belief;
- promote pupils' self-esteem and emotional well-being, helping them to form and maintain worthwhile relationships, respecting themselves and others;
- achieve scholarships, Libellum and C.E. passes beyond the mark required by their chosen senior school;
- prepare pupils for life at their senior schools by developing their sense of responsibility, enabling them to make informed decisions and to respond positively to challenge, risk and change;
- improve the quality of our teaching by evaluating it and learning from the effective practice of others.

6. Regulatory Context

In accordance with the regulatory requirements set out in the ISI's Inspection Framework handbook, September 2022 ('the Handbook'), and the ISSRs, Part 1, paragraph 2, the School's curriculum provides for:

- appropriate plans and schemes of work which are drawn up and implemented effectively in accordance with Part 1 of the Schedule to The Education (Independent School Standards) Regulations 2014, paragraphs 1 and 2, as set out in Part 1, Paragraph 2 of the ISI Commentary on the Regulatory Requirements, September 2022, and which:
 - take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education, Health and Care Plan ('EHCP'). See the Learning Support Policy, EHC plans, Assess, Plan, Do, Review (ADPR), Pupil Passports and the Schemes of Work.
 - do 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, (see. the Personal, Social, Health and Economic Education (PSHEE Policy and Schemes of Work, and the Constitution of the School Council).
- 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 (see: Weekly Curriculum Entitlement for the Prep School by Period – see Appendix I).

- The acquisition by pupils of speaking, listening, literacy and numeracy skills (*ref. the Early Years Foundation Stage ('EYFS') Statutory Framework 2021, the English as an Additional Language Policy, the English, Maths and Drama Handbooks and Schemes of Work*);
- Personal, Social, Health and Economic Education (PSHEE) which:
 - reflects the school's aims and ethos (See PSHEE Policy);
 - encourages respect for other people, paying particular regard to the protected characteristics set out in Part 2, Chapter 1, Section 4 of the 2010 Equality Act (i.e.: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) (See: the PSHEE Policy and Scheme of Work, the Prep School's Core Values and the Pre-Prep's Golden Rules).
- Access to accurate, up-to-date careers guidance for those pupils receiving secondary education that:
 - is presented in an impartial manner;
 - enables them to make informed choices about a broad range of career options; and
 - helps to encourage them to fulfil their potential (See: Careers Guidance, PSHEE Policy).
- 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 (see: the EYFS Statutory Framework).
- All pupils to have the opportunity to learn and make progress (see. the Feedback Policy and all subject handbooks and schemes of work);
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (see: the PSHEE Policy and Scheme of Work, the Prep School's Core Values and the Pre-Prep's Golden Rules).

7. The Heath Mount Curriculum

- In developing the curriculum, the aspiration is to provide diversity, breadth and balance, continuity between key stages, progression, access and differentiation. Emphasis is placed on enquiry, creativity, independence and problem solving, in

particular through practising the LPA, which aims to strengthen students' learning muscles and develop their independence, initiative, determination, and love of learning. This is done by teaching not just content, knowledge, and skills, but also positive habits of mind - such as resilience, collaboration, persistence, curiosity, determination, imagination, creativity and reflection - that will better prepare students to flourish both in school and in later life.

- In order to meet the needs of pupils and also create greater learning opportunities in Key Stage 1, pupils in Year 1 and 2 follow the Heath Mount Creative Curriculum. This topic-based approach primarily encompasses the subjects taught by the class teachers (English, art, design, science, history and geography) and enables teachers and pupils to dive deeper into certain areas of learning by continually building on themes and skills, rather than teaching subjects in isolation across the week. Where possible and meaningful, themes are incorporated into other subject areas by subject specialists, e.g., music. Topics are changed at least termly and incorporate key knowledge objectives from the National Curriculum whilst focusing on the skills that are relevant to pupils of this age and of a 21st Century learner, in line with the LPA.

8. Curriculum Planning

- The process required is for Heads of Department ('HoDs') to provide Schemes of Work containing long-term and medium-term plans that indicate learning objectives, suggested activities and appropriate resources. These should be agreed in consultation with the members of their department. Short-term planning is the responsibility of the subject teacher and must indicate how differentiation is achieved.

9. Curriculum Stages

- The curriculum in the Foundation Stage is determined by pupil levels of development, as required by the EYFS Statutory Framework 2021 in each of the Prime and Specific areas of learning.
- In Key stages 1 and 2, the curriculum broadly follows the National Curriculum as well as preparing the pupils, as appropriate, for 11+ and other entrance examinations set by their future schools and sat in Year 6, whether for places in Year 7 or in Year 9.
- At Key Stage 3, the curriculum provided caters for the needs of each of the pupils, preparing them, as appropriate, for the CE examinations, the Heath Mount Libellum, examinations for any senior school, scholarships applied for and/or for the entrance examinations set by certain senior schools during those years.
- The ultimate goal is to prepare pupils for their transition to their senior schools and life beyond the classroom, developing their understanding of the wider national and global community.
- Each curriculum area is managed by the Heads of Department with input from the Head of Pre-Prep and the Pre-Prep teaching staff and at Key Stage 2/3, a HoD. The HoD is responsible for maintaining an up-to-date Handbook and a Scheme of Work, providing long term and medium-term plans. Day-to-day planning is the responsibility of the teachers.

10.Total Teaching Time

Attendance hours	Total time breaks/ lunch/ snack	Teaching hours	Year groups
18hrs.45mins 17hrs.15mins	3hrs. (lunch only) N/A	15hrs.45mins 17hrs.45mins	Nursery am Nursery pm
38.45hrs.	7hrs.30mins	31hrs.15mins	Reception
37.30hrs.	8hrs.45mins	29hrs.45mins	KS1 – Years 1+2
38hrs.45mins	8hrs.45mins	29hrs	KS2 – Years 3+4
40hrs.45mins	7hrs.50 mins	32hrs.55mins	KS2 – Years 5+6
40hrs.45mins	7hrs.50 mins	32hrs.55mins	KS3 - Years 7+8

11.Early Years Curriculum

- In accordance with the EYFS Statutory Framework, pupils in the Nursery and Reception classes experience an education which, through teacher observation and interaction, personalises each child's learning opportunities.
- There are seven areas of learning and development that shape educational programmes in the Nursery and Reception classes. All areas of learning and development are important and are interconnected. They are delivered through planned, purposeful play, with a balance of adult-led and child-led activities.
- Prime Areas:
 - communication and language
 - physical development
 - personal, social and emotional development
- Specific Areas:
 - literacy
 - mathematics
 - understanding the world
 - expressive arts.
- As continuous provision is a significant element of EYFS, the time allocated per area of learning is not possible to state precisely and will be dependent on the educational needs of the individual pupils.
- Specialist teaching is provided by instructors in the following areas:
 - Music
 - Swimming (Reception only)
 - P.E. (Reception only)
 - Games (Reception only)
 - Pottery (Reception only)
 - Forest School

12.Key Stage 1 (Years 1 and 2)

- Thereafter, our curriculum is founded selectively on the following guidelines, adapted to suit the needs of the pupils: the national curriculum in England (Key Stages 1 & 2 Framework document, September 2013).
- For some pupils entering Year 1, EYFS will remain at the core of the planning process. Many pupils will be ready to embark upon the KS1 Curriculum. The subjects taught are:

Key Stage 1 Subjects	
English	Music (Specialist teacher)
Maths	Drama (Specialist teacher)
Creative Curriculum, incorporating science, geography, history, art, pottery (Specialist Instructor) and Design Technology	P.E. (Specialist teacher)
T.P.R and Cultural Immersion	Games (Specialist teacher)
ICT	Swimming (Specialist teacher)
PSHEE	Forest School (Specialist instructor)

13. Key stage 2 (Years 3-6) and Key Stage 3 (Years 7 and 8)

- Our curriculum continues to be founded selectively on the following guidelines, adapted to suit the needs of the pupils and to meet the requirements of the Independent Schools' Examinations Board Common Entrance Examinations Syllabuses at 13+ and at 11+, where appropriate, and to maximise every child's potential to pass the wide variety of entrance examinations set by their future schools:
 - The national curriculum in England (Key Stages 1 & 2 Framework document, September 2013) - **check date**;
 - The national curriculum in England (Key Stages 3 & 4 Framework document, December 2014);
 - The Independent Schools Examinations Board Common Entrance Syllabuses;
 - The Heath Mount Libellum syllabuses;
 - The SEND Code of Practice: 0-25 years, January 2015.

14. Curriculum areas are outlined below. Further detail on each area, including specific subject maps and termly curriculum maps can be found on the school website:

- **Linguistic:** linguistic skills are taught primarily through English, Spanish, French and Latin. In English, courses are progressively literature-based, but retain a balanced range of activities, using ICT as appropriate. Novels, plays, poetry and non-fiction material is a regular feature of English lessons. Speaking and listening is an integral part of English and pupils are encouraged to participate actively in group work, prepare talks, discuss views and issues and learn to listen to the views of others. Additional support is offered in English throughout the school where necessary. Literacy skills are developed through subject content in the

English curriculum as well as being developed via the wider curriculum. French is taught by specialist staff from Year 3 to Year 8. Pupils are immersed into this language and culture through a primarily oral approach, developing their listening and comprehension skills through interactive activities. Spanish is also taught in the same way from Year 3 and pupils can opt to learn either Spanish or Latin from Year 6.

- **Mathematics:** Practical activities, educational games and ICT are used creatively to support the development of mathematical understanding. Numeracy work underpins work in subjects across the curriculum. Wherever possible, lessons are linked to the world outside the classroom in order to help create a picture of the maths in the minds of the pupils. The aim is to create a 'can do' culture through accessible and enjoyable learning, challenging misconceptions and questioning why a process works. Additional support is offered in mathematics throughout the school where necessary.
- **Scientific:** Pupils are engaged with science from Nursery, with concepts continually being revisited and developed throughout their time at the school. In the Pre-Prep, pupils are introduced to science in the world around them and will study topics that can be explored within the classroom and beyond. During Years 3-5, pupils study the Key Stage 2 specification, increasing their knowledge and scientific thinking skills with each year. From Year 5, teachers take lessons in laboratories, enabling pupils to have the opportunity to begin their understanding of 'Working Scientifically' in a very hands-on manner. In Years 6-8, more emphasis is placed on the separate disciplines, in preparation for their entry examinations and lessons are taught by subject specialists. Pupils develop understanding and first-hand experience of the development of scientific thinking, experimental skills and strategies, analysis and evaluation and the correct use of vocabulary and nomenclature. Pupils work on linking theoretical concepts to investigative predictions and outcomes.
- **Technological skills and creativity:** the skills of all pupils are gradually developed as they progress through the school. Computing lessons take place from Year 3 onwards with pupils learning e-safety, how to use digital devices and programmes and coding. Through Design Technology lessons, pupils are encouraged to become autonomous and creative problem solvers, both as individuals and as members of a team as well as being taught to handle basic tools confidently within each of the subject strands.
- **Artistic skills and creativity:** Art is taught by specialist teachers to all pupils from Year 3 upwards for a double lesson each week. A broad and varied programme is provided with the opportunity of attending after-school clubs, workshops and trips to galleries. Music at Heath Mount incorporates the National Curriculum but goes beyond this, encouraging active exploration and investigation. Music is a key part of the school and there is an environment where children are encouraged to participate, take individual music and Lamda lessons and are nurtured and inspired. We have choirs across the school.
- **Human and social:** history and geography are taught as specific subjects from Year 3 onwards. By learning about people and their environment and how human actions have influenced events and conditions, pupils gain new insights into our world, its history, its different cultures, and its present and past dilemmas and achievements.

- Spiritual and moral:** An understanding of Christianity and other religions is provided through the delivery of various subjects, including history, TPR and PSHEE lessons and assemblies. Pupils are encouraged to understand religious philosophies and associated values as well as reflecting upon their own moral standing and spiritual beliefs. They are encouraged to support the fundamental British values of democracy, to respect others, paying regard to the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Considering the ages and learning abilities of the pupils, respect for others includes understanding the challenges of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In the event of an occurrence at school involving one or more protected characteristics becomes an issue amongst the pupils, the School will help the children understand the issues and ensure the children respect those with those characteristics. This might be done in assemblies, form time or PSHEE. The PSHEE education is a combination of curriculum-based lessons married with everyday wrap-around care from class and form tutors, who discuss a myriad of issues within form time, both reactively to situations that arise and proactively with topics planned in advance. PSHEE receives devoted curriculum time in the Prep school, as well as during form time sessions and within whole school assemblies. (*See the PSHEE policy and SMSC and British Values Policy*).
- Physical:** Pupils have games and PE lessons throughout their time at the school and swimming lessons from Reception. Pupils are encouraged to adopt a healthy lifestyle and to understand the relationship between physical activity and a healthy lifestyle. Being part of a team also encourages comradeship and good manners.

Subjects taught	
English	Computing
Maths	Drama
Science	Music
Geography	Art
History	Design Technology (Resistant materials, mechanisms, textiles, food technology)
Theology, Philosophy and Religion	PSHEE
French- from Year 3	P.E.
Latin – from Year 6	Games
Spanish – from Year 3	Swimming
Reasoning – in Year 5 and 6	Handwriting – in Years 3 & 4

- The Curriculum entitlement (See Appendix 1) - identifies the pupil numbers in each year group, number of sets, subjects taught, number of lessons for each year group and the total number of periods per year group per week. In the Pre-Prep, a similar pro forma is provided. (See Appendix 2).

15. Setting Policy

- The placement of a pupil in a given set is determined by a number of factors:
 - ability to understand concepts.
 - ability to develop skills.

- ability to apply learning.
 - progress being made.
 - teacher assessment.
 - underlying CATs scores.
 - summative assessment results.
 - ability to cope with the pace of delivery.
 - confidence.
 - learning support needs.
 - need for additional adult support.
 - social factors.
- A large range of factors are taken into account when placing pupils in sets. For some pupils, it is very clear-cut as to which set, they would best be placed in in order to thrive. For others, the decision is more marginal.
 - Some pupils are better placed at the top of a lower set where they feel successful, rather than feeling that they are struggling at the bottom of a higher set.
 - Within each set, pupil needs are further met through differentiation.
 - Pupils are placed in provisional sets each September. The placement of pupils in a given set is under regular review by class teachers and HoDs.
 - Once a decision has been made, this information may be communicated to parents. Where a child is to be moved down a set, the parents should have been made aware of the possibility of this happening some time in advance, so that such a decision never comes as a surprise. They should also be informed of any decision to move a child down a set before the child is told.
 - The setting structure varies annually, being determined by the needs, range of ability and numbers of pupils in a given year group.

16.Learning Support Department

- The School is non-selective. Our pupils have a wide-range of abilities and diverse needs. Pupil needs are met through setting, differentiation and, when required, one-to-one or small group support.
- Teaching assistants are deployed in a number of year groups to support those pupils with emerging and identified needs or those at an earlier stage of development than their peer group, yet to develop independence and confidence.
- Children are screened using the Wellcomm programme to identify and support language needs. Where a more specific need arises, a child may receive one-to-one individual language assessment with a Speech Therapist in the Early Years.

We also advise the parents of all the children in the Pre-Prep to have their children's hearing and eyesight tested.

- All Year 3 pupils are systematically screened for dyslexia. Children joining the School later will be similarly screened if it is believed that they would benefit from this.
- The Learning Support department currently works closely with all teaching staff to provide screening and assessment of and feedback on identified pupils. A graduated response is employed to identify the needs and provision for a pupil using the 'assess, plan, do, review' cycle. Where appropriate, a Pupil Passport is drawn up, identifying the pupil's strengths, interests and specific areas for development. Strategies are required to be implemented by staff in order to support the individual. Pupil Passports are reviewed termly. Where appropriate, parents/ carers may be advised to seek further assessment and recommendation from external professional services such as, Occupational Therapy, Speech and Language Therapy, Educational Psychology and / or Paediatrics.
- Members of the Learning Support Department withdraw some pupils from timetabled lessons to provide additional support.
- Education and Health Care Plans are actively monitored for progress towards outcomes and aspirations and are reviewed on an annual basis. Reviews are undertaken with the child, parents /carers and professionals working with the child. The annual review documentation, detailing progress towards outcomes and the views of parents /carers, the child and professionals, must be returned to the Local Authority in a timely manner for a new plan to be issued.

17.Provision for More Able Pupils

More able pupils are provided for in accordance with the More Able Policy.

18.Timetable idiosyncrasies

In Years 7 and 8, a programme operates to allow pupils to pursue academic subjects, art, music, sport or drama to scholarship standards. In addition, individual timetables may be adapted to accommodate particular needs.

19.Academic Rewards and Sanctions

Academic rewards and sanctions are provided for within the School's Behaviour and Discipline Policy.

20.Cross-Curricular Links and Curriculum Enrichment

Wherever possible, cross-curricular links are made between different departments and subject areas in the course of normal teaching planning. Year group curriculum maps are produced on a termly basis and Year 1 and 2 produce a parent brochure about upcoming creative curriculum documents. (available to parents via the School's website) to allow staff to work together and maximise the cross-curricular opportunities.

21. Curriculum Days

The Prep School also holds termly Curriculum Days which are individual experiences led by HoDs, and which aim to be primarily cross-curricular. All children in the Pre-Prep, including EYFS, have around two Curriculum Days/Mornings a term. These may take the form of a visit off the premises or a specialist coming into school to run a workshop.

22. The Extended Curriculum

This aspect of the curriculum is designed regularly to enrich and provide opportunity beyond that of the daily timetabled classroom lessons. The aspiration is to enhance and extend. For some pupils, there is the discovery that they have unanticipated talents; we endeavour to nurture and develop these skills through further encouragement, participation and enjoyment. Activities (for example, the sports on offer) can change from term to term.

23. Extraordinary Circumstances

During periods of extraordinary and / or unforeseen circumstances, like those we have experienced during the Covid-19 pandemic, it may be necessary to adjust the curriculum to deliver it effectively, for example if the school has to move to an extended period of online learning. If this situation were to occur, the school would produce details of the adjustments and make this information available to parents. Where pupils may have missed out during such circumstances, the School will assess what adjustments may need to be made to address any gaps in skills and knowledge.

24. At Heath Mount, we believe that:

- "Each child has a spark in him/her. It is the responsibility of the people around each child to find out what ignites that spark" – Howard Garner.
- Our overriding aim and aspiration as teachers is to improve the pupils' own learning and performance by encouraging every child to evaluate critically and reflect on what they have learnt. We aim continually to find ways to improve their learning and performance by identifying the learning objectives and the process of learning and, through assessment, to identify the obstacles to learning. We then plan ways of improving our teaching to facilitate learning.

Governors' committee reviewing	Education Committee
Effective From	September 2024
Period of review	Annually
Next review date	September 2025
Person responsible for implementation and monitoring	Deputy Head (Academic)
Related policies	<ul style="list-style-type: none"> • Admissions Policy • Behaviour and Discipline Policy • Disability and Access Plan • Educational Visits Policy • English as an Additional Language Policy • Equal Opportunities Policy • Inclusion, Equality and Diversity Policy • More Able Policy • Learning Support Policy • PSHEE Policy • Supervision Policy • RSE Policy • SMSC and British Values Policy

Appendix 1: Weekly Curriculum entitlement for the Pre-Prep, by session, 2024-25

The Nursery day

Pupils may enter the classroom from 8.15 am.

Teaching day Monday to Friday:

Morning session: 8.45am-12.30pm.

Afternoon session – 12.30-4.00pm

Children attend Nursery for a minimum of five sessions.

The Reception and Key Stage 1 Day

The teaching day is as follows:

Monday, Tuesday, Wednesday, Thursday, Friday: 8.45am-4.00pm.

Pupils may enter the classroom from 8.15am onwards

Early Years Foundation Stage

Yr. Gp.	Pupil Nos.	No. of forms	Personal, social + emotional	Communication, Language and Literacy: reading and writing	Maths: Shape, Space and Measures	Understanding of the World (Science, History, Geography, RS)	Physical development	Expressive Arts (Music, Art, Dance)
N	36 but rising each term as new intake starts	1 form – 4 key person groups (may go to 5 in Jan as more R3 start)	Ongoing	Ongoing	Ongoing	Cultural immersion x1 weekly (depending on sessions attended) Technology and Access to computing room as required	Forest School x2 weekly (depending on sessions attended) PE – x1 weekly session	Includes music x1 weekly Art - ongoing
Rec	48	3	Ongoing – plus a weekly discrete session	x5 phonics x2 reading x5 discrete literacy or other sessions with a literacy focus	x5 sessions	Skills sessions across the week. Technology as part of skills sessions. Access to Computing room and iPads as required. Cultural immersion x1 weekly	Includes P.E. x1 weekly swimming x 1 weekly and forest school x1 weekly	Includes music x2 weekly, termly art specialist teacher for pottery

KEY STAGE 1

Incidence of sessions is listed below. Length of sessions varies.
The number of sessions in Year 1 changes throughout the year.

Yr. Gp.	Pupil Nos.	No. of forms	Literacy- includes Sp.+L, Phonics, Gp. Reading, library and handwriting	Numeracy	Science	Hist/ Geog topic	TPR Cultural immersion	ART/ DT Pottery	Drama	ICT	Music	Swim	P.E.	Games	PSHEE
Yr. 1	37	3	14	5	1	1	2	1	1	1	2	1	1 x PE 1x forest school	1	1
Yr. 2	52	3	11	5	1	1	2	1	1	1	2	1	1 1x forest school	1	1

Activities are offered during breaks and after school.

KEY STAGE 2- Lower School

Incidence of sessions is listed below. Length of each session varies.

Yr. Gp.	Pupil Nos.	No. of forms	Literacy- includes Sp.+L, Phonics, Gp. Reading, library and handwriting	Numeracy	Science	Hist/ Geog topic	TPR	French Spanish	ART/ DT Pottery	Drama	ICT	Music	Swim	P.E.	Games	PSHEE
Yr. 3	54	4	6	5	1	1	1	2	2	1	1	1	1	1	2	1
Yr. 4	59	4	6	5	1	1	1	2	2	1	1	1	1	1	2	1

KEY STAGE 2-Middle School

Length of each session is 45 minutes and art/DT/games are 60 mins

Yr. Gp .	Pupil Nos.	No. of forms	English	Maths	Science	History	Geography	TPR	French Spanish (or Latin Y6)	ART/DT	Drama	ICT	Music	Swim	P.E .	Games	PSHEE
Yr. 5	53	4	5	5	3	2	2	1	4	2	1	1	1	1	1	3	1
Yr. 6	64	4	5	5	3	2	2	1	4	2	1	1	1	1	1	3	1

KEY STAGE 3- Upper School

Incidence of sessions is listed below. Length of each session is 45 minutes, science is 90 minutes and art/DT/games are 60 mins

Yr. Gp .	Pupil Nos.	No. of forms	English	Maths	Science	History	Geography	TPR	French	Spanish or Latin	ART/DT	Drama	ICT	Music	Swim	Games	PSHEE
Yr. 7	47	4	5	5	3	2	2	2	3	2	2	1	1	1	1	3	1
Yr. 8	44	4	5	5	3	2	2	2	3	2	2	1	1	1	1	3	1