



# Heath Mount School

## **Curriculum Policy**

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**Heath Mount School, Hertfordshire**

**Independent Day and Boarding School for  
Boys and Girls**

November 2018

## 1. Introduction

- 1.1. At Heath Mount School, ('the School') the overall aim of the curriculum offered to pupils from 3 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.
- 1.2. The broad and exciting curriculum offered is firmly rooted in the values of the school: acceptance, respect, integrity, industry and achievement. 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

- 2.1. 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

- 3.1. **Heath Mount Libellum:** Heath Mount's own certificate awarded at the end of Year 8. It runs alongside Common Entrance 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. Subjects which are not assessed in CE are also assessed and include: art, DT, sport, computing, music and drama. Children are also graded according to the Learning Power Approach learning muscles to ensure we provide senior schools with a much broader picture of a child's strengths, skills and character. For children going to schools still requiring CE, or those children who aim to sit academic scholarship examinations, we continue to have one CE set.
- 3.2. **Learning Power Approach:** 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.

## 4. Helping children achieve more

- 4.1. We embrace the provision in the national curriculum published in September 2013<sup>1</sup> that the curriculum must provide pupils with an introduction to the essential knowledge that they need to be educated citizens, promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,

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

and prepare pupils for the opportunities, responsibilities and experiences of later life.

## **5. We aim to**

- 5.1. engender positive attitudes to and the enjoyment of learning;
- 5.2. 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;
- 5.3. 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;
- 5.4. provide a rich and diverse curriculum that demonstrates breadth and balance and actively promotes the spiritual, moral, cultural, physical, emotional and intellectual development of the pupils;
- 5.5. promote each pupil's sense of identity, through their understanding of their cultural heritage and the global dimensions of their lives;
- 5.6. 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;
- 5.7. meet the needs of the individual by providing opportunities for learning that are appropriately resourced and differentiated;
- 5.8. assess pupils' learning to inform future planning, using a variety of tools (see the Assessment and Learning Policy);
- 5.9. 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;
- 5.10. develop awareness and understanding of, and respect for the environment;
- 5.11. communicate effectively and sensitively, treating all pupils with respect and consideration;
- 5.12. provide equal opportunities for all, regardless of gender, race, disability, religion or belief;
- 5.13. promote pupils' self-esteem and emotional well-being, helping them to form and maintain worthwhile relationships, respecting themselves and others;

- 5.14. achieve scholarships and C.E. passes beyond the mark required by their chosen senior school;
- 5.15. 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;
- 5.16. improve the quality of our teaching by evaluating it, and learning from the effective practice of others.

## **6. Regulatory Context**

6.1. In accordance with the regulatory requirements set out in the ISI's Inspection Framework handbook, September 2018 ('the Handbook'), and the ISSRs, Part 1, paragraph 2, the School's curriculum provides for:

6.1.1. 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 2018, and which:

6.1.1.1. take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education, Health and Care Plan ('EHCP'), (*ref. the Learning Support Policy, EHC plans, Pupil Passports and the Schemes of Work*), and

6.1.1.2. not only do not undermine, but 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, (*ref. the Personal, Social, Health and Economic Education (PSHEE and RS Policies and Schemes of Work, and the Constitution of the School Council*)).

6.2. 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 (*ref. Weekly Curriculum Entitlement for the Prep School by Period – see Appendix I*).

6.3. The acquisition by pupils of speaking, listening, literacy and numeracy skills (*ref. the EYFS Statutory Framework effective from 3 April 2017, the English as an Additional Language Policy, the English, Maths and Drama Policies and Schemes of Work*);

6.4. Personal, social, health and economic education which:

6.4.1. reflects the school's aims and ethos (*ref: PSHEE Policy*);

- 6.4.2. 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) (*ref: the PSHEE Policy and Scheme of Work, the Prep School's Five Core Values as set out in the School Values Document and the Pre-Prep's Golden Rules*).
- 6.5. Access to accurate, up-to-date careers guidance for those pupils receiving secondary education that:
- 6.5.1. is presented in an impartial manner;
  - 6.5.2. enables them to make informed choices about a broad range of career options; and
  - 6.5.3. helps to encourage them to fulfil their potential (*Ref. PSHEE Policy*).
- 6.6. 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 (*ref: the EYFS Statutory Framework*).
- 6.7. All pupils to have the opportunity to learn and make progress (*ref. the Assessment, Marking and Presentation Policy and all subject policies and schemes of work*);
- 6.8. Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (*ref. the PSHEE Policy and Scheme of Work, the Prep School's Five Core Values as set out in the School Values Document and the Pre-Prep's Golden Rules*).

## **7. The Heath Mount Curriculum**

- 7.1. 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 Learning Power Approach, 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.

## **8. Curriculum Planning**

- 8.1. 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

- 9.1. The curriculum in the Foundation Stage is determined by pupil levels of development, as required by the Statutory Framework for the Early Years Foundation Stage which became effective from September 2014 ('the EYFS Statutory Framework') in each of the Prime and Specific areas of learning.
- 9.2. 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.
- 9.3. At Key Stage 3, the curriculum provided caters for the needs of each of the pupils, preparing them, as appropriate, for the Common Entrance 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.
- 9.4. 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.
- 9.5. Each curriculum area is managed by a Curriculum Co-ordinator at Key stage 1, and, at Key Stage 2/3, a Head of Department. Together they are responsible for maintaining an up to date Policy Document 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. 45mins 2hrs. 30mins	15hrs 14hrs.45mins	Nursery am Nursery pm
36hrs.	7hrs.30mins	28hrs.30mins	Reception
36hrs.	7hrs.30mins	28hrs.30mins	KS1 - Years 1+2
38hrs.45mins	8hrs.45mins	29hrs	KS2 - Years 3+4
40hrs.45mins	8hrs	32hrs.45mins	KS2 - Years 5+6
40hrs.45mins	8hrs	32hrs.45mins	KS3 - Years 7+8

## 10 Foundation Stage Curriculum

- 10.1 In accordance with the EYFS Statutory Framework, pupils in the Nursery and Reception classes experience an education which, through teacher observation and individualisation, personalises each child's learning opportunities.
- 10.2 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.
- 10.3 Prime Areas

- 10.3.1. communication and language
- 10.3.2. physical development
- 10.3.3. personal, social and emotional development

10.4 Specific Areas

- 10.4.1. literacy
- 10.4.2. mathematics
- 10.4.3. understanding the world
- 10.4.4. expressive arts

10.5 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.

10.6. Specialist teaching is provided by instructors in the following areas:

- 10.6.1 French
- 10.6.2 Music
- 10.6.3 Swimming (Reception only)
- 10.6.4 P.E. (Reception only)
- 10.6.5 Games (Reception only)
- 10.6.6 Pottery (Reception only)
- 10.6.7 Forest School

**11 Key Stage 1 (Years 1 and 2)**

11.1. 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).

11.2. 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	Art
Science	Pottery (Specialist instructor)
Geography	Design Technology
History	PSHEE
ICT	P.E. (Specialist teacher)
French (Specialist teacher)	Games (Specialist teacher)
R.S.	Swimming (Specialist teacher)
	Forest School (Specialist instructor)

11.3 Setting occurs in Literacy and Numeracy.

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

12.1. 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:

12.1.1. The national curriculum in England (Key Stages 1 & 2 Framework document, September 2013)

12.1.2. The national curriculum in England (Key Stages 3 & 4 Framework document, December 2014)

12.1.3. The Independent Schools Examinations Board Common Entrance Syllabuses

12.1.4. The Heath Mount Libellum syllabuses

12.1.5. Special Educational Needs Code of Practice for children who entered the SEND support system before September 2014

12.1.6. The SEND Code of Practice: 0-25 years, published on 11 June 2014 and last updated on 15 August 2014, applicable from 1 September 2014.

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

13.1 **Linguistic:** linguistic skills are taught primarily through English and French. 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 Nursery to Year 8. Pupils are immersed into the French language and culture through a primarily oral approach, developing their listening and comprehension skills through interactive activities. Spanish and Latin are offered to pupils from Year 6.

13.2 **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.

- 13.3 **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, specialist 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- more emphasis is placed on the separate disciplines, in preparation for their entry examinations. 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.
- 13.4 **Technological skills and creativity:** the skills of all pupils are gradually developed as they progress through the school. ICT 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.
- 13.5 **Artistic skills and creativity:** Art is taught by specialist teachers to all pupils from Year 3 upwards for a double 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, try individual music lessons and are nurtured and inspired. We have choirs across the school.
- 13.6 **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 acquire gain new insights into our world, its history, its different cultures, and its present and past dilemmas and achievements.
- 13.7 **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. 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 Fundamental British Values Policy*).

- 13.8 **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.

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

13.7. 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).

## **14. Setting Policy**

14.1. The placement of a pupil in a given set is determined by a number of factors:

- 14.1.1. ability to understand concepts
- 14.1.2. ability to develop skills
- 14.1.3. ability to apply learning
- 14.1.4. progress being made
- 14.1.5. teacher assessment
- 14.1.6. underlying CATs scores
- 14.1.7. summative assessment results
- 14.1.8. ability to cope with the pace of delivery
- 14.1.9. confidence
- 14.1.10. learning support needs
- 14.1.11. need for additional adult support
- 14.1.12. social factors.

- 14.2. 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.
- 14.3. 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.
- 14.4. Within each set, pupil needs are further met through differentiation.
- 14.5. 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.
- 14.6. Adjustments may be made to these sets at four points in the school year:
  - 14.6.1. before the Michaelmas half-term;
  - 14.6.2 at the end of each term, following monitoring of the progress made by each child throughout that term and taking into account the factors listed above.
- 14.7. Movement of a pupil from one set to another may only occur following review of progress with the relevant staff and in consultation with the Director of Studies.
- 14.8. 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.
- 14.9. Occasionally, a pupil may be given the option of experiencing a trial period within a set. This may be due to his/her lack of confidence in his/her ability to cope. In such circumstances, the agreement of the child would be sought, and progress carefully monitored.
- 14.10. The setting structure varies annually, being determined by the needs, range of ability and numbers of pupils in a given year group.

## **15. Learning Support Department**

- 15.1. Heath Mount is essentially non-selective. We cater for pupils with wide-ranging abilities and diverse needs. Pupil needs are met through setting, differentiation and, when required, one-to-one or small group support.
- 15.2. Teaching assistants are deployed in a number of year groups to support those pupils with identified needs. These may be pupils with a statement or specific learning difficulties or those at an earlier stage of development than their peer group, yet to develop independence and confidence.
- 15.3. We screen all children in Nursery for speech and language development. A qualified speech therapist meets with the children in small groups. Where there appear to be delays in development, the children are seen one-to-one for a more detailed

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

- 15.4. All Year 3 pupils are systematically screened for learning support requirements. Children joining the School later will be similarly screened if it is believed that they would benefit from this.
- 15.5. The Learning Support department currently works closely with all teaching staff to provide screening and assessment of and feedback on identified pupils. Where appropriate, a Pupil Passport is drawn up, identifying the pupil's specific areas of difficulty. Strategies are required to be implemented by staff in order to support the individual. Pupil Passports are reviewed at least termly.
- 15.6. Members of the Learning Support Department withdraw some pupils from timetabled lessons to provide additional support.
- 15.7. We address the needs of pupils with an EHCP by preparing and then annually reviewing that EHCP. Through subsequent Pupil Passports, additional adult support, adaptation of the physical environment and learning resources, we endeavour to fulfil its requirements as required. We utilise the support provided by the local authority with responsibility for education both during the Foundation Stage Years and subsequently via the relevant departments within the authority. Staff undergo targeted and appropriate training to gain understanding of the pupil's needs to enable them to assist with access to the curriculum.

## **16. Provision for Highly Able Pupils**

- 16.1. Highly able pupils are provided for in accordance with the Highly Able Policy.

## **17. Timetable idiosyncrasies**

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

## **18. Academic Rewards and Sanctions**

- 18.1. Academic rewards and sanctions are provided for in the Rewards Policy, which is part of the School's Behaviour and Discipline Policy.

## **19. Cross-Curricular Links and Curriculum Enrichment**

- 19.1. Wherever possible, cross-curricular links are made between different departments and subject areas in the course of normal teaching planning. For example, many of the Nursery craft activities include elements of different subjects: their Chinese Dragon Craft links Understanding of the World with Physical Development cutting and sticking skills; Reception linked all areas of learning, including counting and researching, in their topic on dinosaurs; Year 1 make teddy collages alongside learning about the history of teddy bears and Year 2 link their topic on Egyptians with their art and pottery work as well as Geography. In the Prep School, the Geography and History Departments, for example, collaborate on outdoor education trips to enable children to explore the local environment from the point of view of

historical and geographical interest. Other Year 5 trips offer a cross-curricular programme covering history, science, games, music and dance.

## **20. Curriculum Days**

20.1. The 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 about 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. For example, Reception have visited Welwyn Mill; St Albans Cathedral visited Nursery; Year 1 had Hertford Museum visit them; and Year 2 have been to St Paul's Cathedral. All the Pre-Prep curriculum trips are relatively cross-curricular, often linking skills or knowledge from a range of subjects.

20.2. Examples of the termly Curriculum Days in the Prep School have included Tudor and Victorian days in school, an African music workshop, and trips to Bletchley Park, Duxford, Twickenham, The Tower of London, and the Warner Bros Studio Tour 'The Making of Harry Potter'.

## **21. The Extended Curriculum**

21.1. 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.

21.2. In the Pre-Prep, pupils participate in physical after-school activities such as ballet, judo and football. There are other possibilities such as the gardening, LEGO and Spanish clubs. During the school day, many pupils enjoy attending the recorder or choir sessions. A large number of pupils are learning piano and violin with peripatetic music staff.

21.3. Similarly, in the Prep School, the range of extra-curricular activities is broad, and encompasses art, pottery, film animation, choirs, instrumental groups, drama, modern dance and ballet. Activities such as creative writing, philosophy, Maths Club, and French conversation enhance and support our academic provision. Physical activities such as judo, golf, scuba diving, swimming and a variety of sports clubs provide for a wide range of interests. Pupils also have the opportunity to have individual LAMDA lessons and instrumental lessons with peripatetic drama and music staff.

## **22. At Heath Mount, we believe that**

22.1 "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.

22.2. 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
Date last formally approved and became effective	12 November 2018
Period of review	Annually
Next review date	November 2019
Person responsible for implementation and monitoring	Director of Studies
Related policies	<ul style="list-style-type: none"> <li>• Admissions Policy</li> <li>• Behaviour and Discipline Policy</li> <li>• Disability and Access Plan</li> <li>• Educational Visits Policy</li> <li>• English as an Additional Language Policy</li> <li>• Equal Opportunities Policy</li> <li>• Fundamental British Values Policy</li> <li>• Highly Able Pupils Policy</li> <li>• Assessment and Learning Policy</li> <li>• Learning Support Policy</li> <li>• Restorative Practice Policy</li> <li>• School Values Policy</li> <li>• Supervision Policy</li> </ul>

## Appendix 1: Heath mount Curriculum entitlement: curriculum and timetable overview

### Year 3:

<u>Subject</u>	<u>Forms or Sets?</u>	<u>How many groups?</u>	<u>Curriculum Time</u>	<u>Lesson Breakdown</u>
Maths	Sets	3	5 hours	5 x 60
English	Sets	3	5 hours	4 x 60 and 2 x 30
Games	Whole Year		3 hours 15 mins	1 x 135 and 1 x 60
Science	Forms	3	1 hours 30 mins	1 x 60 or 1 x 30
French	Forms	3	1 hour	2 x 30
Geography	Forms	3	1 hour	1 x 60
History			1 hour	1 x 60
TPR			45 mins	1 x 45
Art	Sets	2 (1/2 Yr)	90 minutes	1 x 90
Drama	Sets	4	45 minutes	1 x 45
DT	Sets	2 (1/2 Yr)	60 minutes	1 x 60
Music	Forms	3	45 minutes	1 x 45
PE	Sets	4	60 mins every other wk	1 x 60
Swim	Sets	4	60 mins every other wk	1 x 60
Computing	Forms	3	45 or 60 minutes	1 x 45 or 1 x 60
Reasoning	Forms	3	60 mins	1 x 60
Form Time	Forms	3	30 mins	1 x 30
PSHEE	Forms	3	30 mins	1 x 30
Handwriting	Forms	3	30 mins	1 x 30

**Year 4:**

<u>Subject</u>	<u>Forms or Sets?</u>	<u>How many groups?</u>	<u>Curriculum Time</u>	<u>Lesson Breakdown</u>
Maths	Sets	4	5 hours	5 x 60
English	Sets	3	5 hours	4 x 60 and 2 x 30
Games	Whole Year		3 hours 15 mins	1 x 135 and 1 x 60
Science	Forms	3	1 hours 30 mins	1 x 90
French	Forms	3	1 hour	2 x 30
Geography	Forms	3	1 hour	1 x 60
History			1 hour	1 x 60
TPR			45 mins	1 x 45
Art	Sets	2 (1/2 Yr)	90 minutes	1 x 90
Drama	Sets	3	30 minutes	1 x 30
DT	Sets	2 (1/2 Yr)	60 minutes	1 x 60
Music	Sets	4	45 minutes	1 x 45
PE	Sets	4	60 mins every other wk	1 x 60
Swim	Sets	4	60 mins every other wk	1 x 60
Computing	Forms	3	60 minutes	1 x 60
Reasoning	Forms	3	60 mins	1 x 60
Form Time	Forms	3	30 mins	1 x 30
Handwriting	Forms	3	30 mins	1 x 30
PSHEE	Forms	3	30 mins	1 x 30



**Year 5:**

<u>Subject</u>	<u>Forms or Sets?</u>	<u>How many groups?</u>	<u>Curriculum Time</u>	<u>Lesson Breakdown</u>
Maths	Sets	4	5 hours	5 x 60
English	Sets	4	4 hours 45 mins	4 x 60 and 1 x 45
Games	Whole Year		4 hours 15 mins	1 x 135 and 2 x 60
Science	Forms	4	1 hours 45 mins	1 x 60 or 1 x 45
French	Sets	4	2 hours	2 x 45 and 1 x 30
Humanities	Forms	4	3 hours and 45 mins	5 x 45
Art	Sets (Sci sets)	2	(1/2 Yr) 90 minutes	1 x 90
Drama	Sets	4	45 minutes	1 x 45
DT	Sets	2	(1/2 Yr) 60 minutes	1 x 60
Music	Forms	4	45 minutes	1 x 45
PE	Sets	4	45 mins	1 x 45 or 1 x 60
Swim	Sets	4	45 mins	1 x 45
Computing	Forms	4	45 minutes	1 x 60
Reasoning	Sets	4	45 mins	1 x 45
Form Time	Sets	4	30 mins	1 x 30
PSHEE	Sets	4	45 minutes	1 x 45

**Year 6:**

<u>Subject</u>	<u>Forms or Sets?</u>	<u>How many groups?</u>	<u>Curriculum Time</u>	<u>Lesson Breakdown</u>
Maths	Sets	6	5 hours	5 x 60
English	Sets	5	4 hours	4 x 60
Games	Whole Year		4 hours 15 mins	1 x 135 and 2 x 60
Science	Forms	4	1 hours 45 mins	1 x 60 or 1 x 45
French	Sets	4	2 hours 15 mins	3 x 45
History	Forms	4	45 minutes	1 x 45
			45 mins every 3 wks	45 mins every 3 wks
Geography	Forms	4	45 minutes	1 x 45
			45 mins every 3 wks	45 mins every 3 wks
TPR	Forms	4	45 minutes	1 x 45
			45 mins every 3 wks	45 mins every 3 wks
Art	Sets (Sci sets)	2	(1/2 Yr) 90 minutes	1 x 90
Latin	Sets	2	1 hour 30 mins	2 x 45
Spanish	Sets	1	1 hour 30 mins	2 x 45
Core Skills	Sets	1	1 hour 30 mins	2 x 45
Drama	Forms	4	45 minutes	1 x 45
DT	Sets	2	(1/2 Yr) 60 minutes	1 x 60
Music	Forms	4	45 minutes	1 x 45
PE	Sets	4	60 or 45 minutes	1 x 45 or 1 x 60
Swim	Sets	4	45 mins	1 x 45
Computing	Forms	4	60 or 45 minutes	1 x 45 or 1 x 60
Reasoning	Sets	4	45 mins	1 x 45
PSHEE	Sets	4	45 minutes	1 x 45

**Year 7:**

<u>Subject</u>		<u>Forms or Sets?</u>	<u>How many groups?</u>		<u>Curriculum Time</u>		<u>Lesson Breakdown</u>	
Maths		Sets	4		3 hours 45 mins	5 x 45 mins		
English		Sets	4		4 hours	1 x 60 and 4 x 45		
Games		Whole Year			4 hours 15 mins	1 x 135 and 2 x 60		
Science		Sets	4		2 hours 45 mins	2 x 60 or 1 x 45		
French		Sets	3		2 hours 30 mins	1 x 60 and 1 x 45		
						Set 1 have an extra 30 mins		
History		Sets	4		60 minutes	1 x 60 and 1 x 60 1 in 3 weeks		
					60 mins extra 1 in 3 weeks			
Geography		Sets	4		60 minutes	1 x 60 and 1 x 60 1 in 3 weeks		
					60 mins extra 1 in 3 weeks			
TPR		Sets	4		60 minutes	1 x 60 and 1 x 60 1 in 3 weeks		
					60 mins extra 1 in 3 weeks			
Art		Whole Year	1		90 minutes	1 x 90		
Latin		Sets	set 2		1 hour and 30 mins	2 x 45		
			set 1		2 hours 15 mins	1 x 60 and 2 x 45		
Spanish		Sets	1		1 hour 30 mins	2 x 45		
Core Skills		Sets (Lat)	1		1 hour and 45 mins	1 x 60 and 1 x 45		
Drama		sets	3		45 or 60 minutes	1 x 45 or 1 x 60		
DT		Sets	2	(1/2 Yr)	60 minutes	1 x 60		
Music		Sets	4		45 or 60 minutes	1 x 45 or 1 x 60		
Computing		Sets	4		45 minutes	1 x 45		
PSHEE		Sets	4		30 minutes	1 x 30		
Extension Groups		Sets	6		60 minutes	1 x 60		

**Year 8:**

<b>Subject</b>		<b>Forms or Sets?</b>		<b>How many groups?</b>		<b>Curriculum Time</b>		<b>Lesson Breakdown</b>	
Maths		Sets		4		3 hours 45 mins		5 x 45	
English		Sets		4		3 hours 45 mins		5 x 45	
Games		Whole Year				4 hours 15 mins		1 x 135 and 2 x 60	
Science		Sets		4		2 hours 45 mins		2 x 60 or 1 x 45	
French		Sets		3		3 hours 15 minutes		1 x 60 mins and 3 x 45 mins	
History		Sets		4		60 minutes		1 x 60 and 1 x 60 1 in 3 weeks	
						60 mins extra 1 in 3 weeks			
Geography		Sets		4		90 minutes		1 x 60 and 1 x 60 1 in 3 weeks	
						60 mins extra 1 in 3 weeks			
TPR		Sets		4		90 minutes		1 x 60 and 1 x 60 1 in 3 weeks	
						60 mins extra 1 in 3 weeks			
Art		Whole Year		1		90 minutes		1 x 90	
Latin		Sets		2		2 hour 15 mins		1 x 60 and 2 x 45	
<b>Core Skills</b>									
		Sets (Lat)		1		Set 3 = 2 hrs 15 mins		1 x 60 and 2 x 45	
Drama		Whole Year		1		60 minutes every 2 wks		1 x 60 every 2 wks	
DT		Sets (Sci sets)		2	(1/2 Yr)	60 minutes every 2 wks		1 x 60 every 2 wks	
Music		Sets (Fre)		4		60 minutes every 2 wks		60 minutes every 2 wks	
Extension		Scholars and extension groups		6		60 minutes		1 x 60	
Computing		Sets		4		60 minutes		1 x 60	
PSHEE		Sets		4		60 minutes every 2 wks		1 x 60	

## Appendix 2: Weekly Curriculum entitlement for the Pre-Prep, by session, 2018-19

### The Nursery day

Door opens at 8.25am.

Teaching day Monday to Friday:

Morning session: 8.45am-12.30pm.

Afternoon session – pupils have the option of staying for afternoon care sessions if required by the parents:

- Monday, Tuesday, Thursday, Friday: 12.30 - 4.00pm.
- Wednesday – 12.30-3.30pm.

### The Reception and Key Stage 1 Day

The teaching day is as follows:

- Monday, Tuesday, Thursday, Friday: 8.45am-4.00pm.
- Wednesday: 8.45am-3.30pm.

*Pupils may enter the classroom from 8.25am onwards*

### 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)	Yr. Gp.
<b>N</b>	33	<b>2</b>	Ongoing	Ongoing	Ongoing	Includes ICT session x1 French x1 weekly	Includes P.E. x1 weekly and forest school x1 weekly	Includes music x1 weekly	<b>N</b>
<b>Rec</b>	51	<b>3</b>	Ongoing	6 sessions	5 sessions	Includes ICT session x1 French x2 weekly	Includes P.E. x1 weekly swimming x 1 weekly and forest school x1 weekly	Includes music x2 weekly	<b>Rec.</b>

## KEY STAGE 1

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

Yr. Gp.	Pupil Nos.	No. of forms	Literacy- includes Sp.+L, Phonics, Gp.Reading, library and handwriting	Numeracy	Science	Hist/ Geog topic	R.S	French	ART/DT Pottery	ICT	Music	Swim	P.E.	Games	PSHE	Yr. Gp.
Yr. 1	48	3	9	5	1	1	1	2	1	1	2	1	1 x PE 1x forest school	1	1	Yr.1
Yr. 2	57	3	9	5	1	1	1	2	1	1	2	1	1	1	1	Yr.2

Activities are offered during breaks and after school.