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**1. Statement of Policy**

- 1.1 Our school aims to provide educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential by encouraging pupils to be self-confident, self-motivated and self-disciplined within a safe, nurturing and caring community ensuring they progress to their chosen senior schools as successful individuals.
- 1.2 This policy relates to our Early Years Foundation Stage and wrap around care, and should be read in conjunction with the following policies:
  - Teaching and Learning policy
  - Assessment Policy
  - Marking and Feedback policy
  - SEND policy
  - ESOL policy
  - Co-curricular policy
  - Gifted and Talented policy

**2. Curriculum Statement**

- 2.1 Windlesham House School provides a broad and balanced academic curriculum set in the context of a vibrant range of co-curricular activities and opportunities, and pastoral guidance, for pupils to develop their personal qualities. We aim to develop children’s creativity, aspiration, independent thinking, curiosity, self-motivation, confidence, discernment and global and local responsibility.

2.2 Our school curriculum is underpinned by the school aims. The curriculum is the means by which the school achieves its aims of providing educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential.

2.3 These are the whole school aims, upon which we have based our curriculum:

- Providing educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential;
- Encouraging pupils to be self-confident, self-motivated and self-disciplined within a safe, nurturing and caring community ensuring they progress to their chosen senior schools as successful individuals.
- Attracting, developing and retaining exceptional staff whose commitment to the children is transformational whilst also continually seeking opportunities to grow and develop through the investment in first class facilities and resources.
- Sustaining a supportive, kind and happy environment where the individual and spiritual needs of the pupils and staff are recognised and provided for within a community that celebrates diversity;
- Communicating and collaborating closely with parents to understand their expectations and aspirations;
- Ensuring a bespoke and modern boarding environment tailored to each pupil's individual needs.

### **3. Curriculum Organisation**

3.1 The school is organised into year groups starting with Reception, year 1 and 2 in the pre-prep. The prep school is organised into phases; Junior Prep (years 3 and 4) Middle Prep (years 5 and 6) Senior Prep (years 7 and 8)

3.2 The children in the Reception class follow the updated curriculum guidance for the foundation stage.

3.3 Four guiding principles shape all practice in the EYFS classroom:

- i. The Unique Child
- ii. Positive Relationships
- iii. Enabling Environments
- iv. Children develop and learn in different ways and at different rates.

3.4 The following seven areas of learning are important and interconnected:

- Three 'Prime' areas, critical for developing children's curiosity and enthusiasm for learning and for building their ability to learn and for relationships. The prime areas are:
  1. Communication and Language
  2. Physical Development
  3. Personal, Social and Emotional Development

- In addition, we support the children in the following four ‘Specific’ areas of their development:
    4. Literacy
    5. Maths
    6. Understanding of the World
    7. Expressive Arts and Design.
- 3.5 In planning and supporting the children’s development, the characteristics of effective learning are at the centre of all our practice. These are:
- Playing and exploring
  - Active learning
  - Creating and thinking critically.
- 3.6 The National Curriculum forms the basis of the teaching, but our curriculum is considerably broader.
- 3.7 Year 1 and year 2 are taught by their class teachers in mixed ability forms for core subjects, topic and humanities and by subject specialists for computing, PE, swimming, drama, music, food technology, art and forest school.
- 3.8 Years 3 and 4 are taught English, maths, humanities and PSHE in mixed ability forms by their own teacher for most of the day. They are taught by subject specialists for science, French/Spanish, computing, PE, swimming, games, forest school, drama, music, food technology, art and design/textiles (year 4 only). They also have a 25-minute library session.
- 3.9 In year 5, the children are taught in sets for maths and English. They are taught in mixed ability groups for all other subjects. English, maths, geography, history, religious studies, study skills and PSHE are taught by the form teacher or other Key Stage 2 specialists. The other subjects are also taught by subject specialists; science, French/Spanish, computing, PE, swimming, games, drama, music, food technology, art and design/textiles. Year 5 also have a 25-minute library session.
- 3.10 In year 6, the children are in sets for English, maths and science. They are taught in mixed ability groups for all other subjects, by specialist teachers. In years 5 and 6 the children follow a curriculum which aims to prepare them for their final two years at Windlesham whilst attempting to give as broad and challenging an education as possible.
- 3.11 Specialist teaching continues in years 7 and 8, where use a mixture of banding and setting. In this way, the most able children are challenged and encouraged to work to the highest standard possible.
- 3.12 Years 7 and 8 follow the Windlesham Diploma and Futures programme, a bespoke curriculum designed to equip pupils with the skills and attributes required to flourish at senior school and beyond. The Diploma and Futures programme is based on an enhanced national curriculum. Assessment is through course work, practical presentations and extended projects. Pupils’ progress and achievement is recognised through a system of continuous assessment. Each pupil is awarded the Windlesham Diploma at either pass, merit or distinction to recognise their personal development and achievement.
- 3.13 From year 7, the pupils choose between French and Spanish. In year 6, all pupils study Latin. In year 7 and year 8, pupils either study Latin, classical civilisation or extra maths/English.

- 3.14 In the senior prep, Lessons for Life are introduced incorporating four core elements; leadership, personal development, outdoor education and community responsibility.
- 3.15 Appendix 1, Table 1 shows the lesson allocation for each year group in the Pre-Prep. Subjects are taught in a cross-curricular format but an indication of subject allocation is given below. All English lessons are topic-linked.
- 3.16 Appendix 2, Table 2 shows the lesson allocation for each year group in the prep school. Each lesson is 25 minutes long. The asterisks\* denotes subjects that are alternated weekly or termly.

#### **4. Whole School Planning**

- 4.1 Long-term and medium-term planning is completed at departmental level by Heads of Department. These schemes of work give the teaching staff and Deputy Head Academic a comprehensive map of the whole school curriculum from Reception to year 8. Departments also have progression framework documents and assessment rubrics which allow staff to ensure the children in each year group are making expected progress against a clear criterion. Using progression frameworks ensures there is a consistent approach to the tracking and monitoring of the children across all areas of the curriculum.

#### **5. Personal Development (RSE/PHSE)**

- 5.1 Personal Development is the learning and teaching element of our safeguarding, online safety, behavioural and emotional wellbeing policies and is delivered as a timetabled lesson in the curriculum. It reflects the aims and ethos of the school and encourages respect for others, particularly with regard to the protected characteristics as listed in section 4 of the Equality Act 2010, such as age, disability, race, marriage and civil partnership, religion or belief, sex and sexual orientation. Such topics are also presented through assemblies, chapels and guest speakers.
- 5.2 A wide variety of topics are covered in a spiral curriculum enabling the children to build on their knowledge and understanding of this area of the curriculum year on year. Reception to year 6 cover the following topics: being me in my world, celebrating differences, dreams and goals, healthy me, relationships and changing me.
- 5.3 Years 7 and 8 then build on these in an age appropriate manner covering the following themes: health and wellbeing, relationships and living in the wider world. Recognising the government regulation through KCSIE, these themes are underpinned by the teaching of safeguarding, online safety and building resilience to radicalisation. Age-appropriate material is used to cover relationships and sex education, drugs awareness, alcohol and substance abuse (these topic areas also form part of the Science curriculum).

#### **6. The Wider Curriculum - Co-Curricular Activities**

The curriculum is supported by an extensive activities programme run between 4:45pm and 5.25pm every day. In this programme the children have opportunities to take part in a wide variety of activities that enhance the intellectual, creative, cultural and sporting development of pupils.

## **7. Homework (Prep)**

- 7.1 Prep is introduced in the Pre Prep with pupils completing reading tasks, differentiated spelling tasks in year 1 and 2 and weekly maths activities. In addition to their reading, pupils in Reception are encouraged to work on keywords and spellings as and when developmentally appropriate.
- 7.2 All children in the prep school have prep set every week. Prep can be completed in school (5.30pm with a staggered finish at supper time) or at home.
- 7.3 In year 3, pupils learn spellings weekly with a range of different spelling-linked activities. They have a prep set over the weekend, alternating between English, maths and topic. They are encouraged to read for ten minutes each day. In year 4, pupils learn spellings weekly. They are set one written English prep and one written maths prep, on a Friday, that is due the following Wednesday.
- 7.4 In year 5 and year 6, the pupils are set prep in science, maths and English each week. They have one week to complete the task. They are encouraged to also spend time reading, practising their times tables, learning French/Spanish/Latin vocabulary and practising verbal/non-verbal reasoning. They are provided with a suggested list of activities and associated apps.
- 7.5 In year 7 and year 8, the pupils are set prep in science, maths, English, languages and, where applicable, Latin each week. They have one week to complete the task. They are encouraged to also spend time reading and completing independent study linked to their ongoing Windlesham Diploma projects.
- 7.6 The aim of prep is to reinforce learning, develop independent study and/or serve as a tool to provide feedback to the teacher. It is important that the teacher plans the setting of prep carefully and that the work is properly differentiated, realistic for the time allowed and the abilities of the children.

## **8. Outdoor Learning**

Outdoor pursuits and activities are an inherent feature of the school life. This is reflected in the large number of opportunities to engage in activities, both indoors and outside, during both the term and holiday time. Forest School is a timetabled lesson for the children from Reception to year 4 with children. Children in years 5-8 have the opportunity to attend camp craft sessions. In year 5, pupils attend a PGL outdoor centre for a three-day residential and they camp out in the schools grounds, each summer. In year 7, pupils take part in an overnight teambuilding expedition in the South Downs National Park.

## **9. Assemblies and Chapels**

Whole School Assembly is on a Monday. This is an opportunity to bring the school together to celebrate pupil achievements, offer thanks and sing together. An additional Pre-Prep Celebration Assembly takes place on a Friday. We hold weekly chapel services led by members of the teaching staff (Reception to year 5 on a Wednesday, year 6 to year 8 on a Friday) linking to our Pastoral Theme of the week.

## **10. Future Schools**

Children are prepared extensively for entry to their senior schools. All pupils in year 5 and year 6 have timetabled lessons of 'study skills' during which they learn reasoning, interview techniques and team-building skills. Pupils can attend additional sessions to support preparation for the ISEB Pre Test, as part of the activity programme. Bespoke small-group sessions are arranged for pupils attending assessment days during which they may practice creative writing or explore past papers. All pupils receive 1:1 interview practice with a member of the SLT prior to attending an interview.

## **11. Careers Guidance**

'Diploma Dialogues' are evening lectures delivered to senior pupils by members of staff or visiting speakers. The themes are varied but 'careers' is a significant focus. The school organises a Year 7/8 Careers Fair in the autumn term. Further details can be found in our 'Careers Guidance' policy.

## **12. Waves of intervention (Please also refer to the SEND policy)**

- 12.1 If necessary, the information of an individual child who is not accessing the curriculum or performing as expected, is passed on to the Head of LED (Learning Enrichment Department) for any appropriate intervention and support. We use the following waves of intervention to ensure that all children's needs are catered for.
- 12.2 Wave 1: Delivered by the class teacher during lessons. Included ongoing monitoring, further differentiation, 1:1 or small group input.
- 12.3 Wave 2: Short term intervention delivered by the class teacher or a member of the LED team outside of lesson time (usually at 8.20am to 8.55am). Precision teaching and SMART targets. Reviewed after six weeks to one term. Often informed by AR and STAR maths assessments.
- 12.4 Wave 3: Long term intervention and LED referral. Further assessments may be advised, for example, educational psychology or clinical psychology. Additional support will be formalised and become part of that pupils 'normal way of working'. Pupil will be added to the LED register.
- 12.5 Wave 4: Local authority involvement: EHCNA or ECHP.
- 12.6 Each teacher creates a class profile for their class or set. This is a working document, updated as the term progresses, with academic data, areas of need and teaching strategies for each pupil.

## **13. DSR Review**

Departmental Self-Reviews take place on a three-year cycle. The process involves a self-audit by the Head of Department as well as learning walks and lesson observations, book looks and pupil interviews. These are carried out by the HoD and DHA. Targets are set and reviewed termly, linked to the departmental development plan.

#### **14. Policy Review**

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

#### **15. Reporting on Compliance and Effectiveness**

The Deputy Head (Academic) sends an annual report to the governing body in the autumn term. The report covers:

- An analysis of standardised ability testing to indicate current academic levels across the school together with a comparison with recent years
- A breakdown of senior school placements with respect to CE pass marks
- An analysis of the correlation between ability levels and senior school selection to demonstrate good progress across the ability ranges as pupils move on from Windlesham.
- A summary of scholarships awarded.

## Appendix 1

<b>Table 1</b>				
<b>EYFS</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	
Phonics	5	5	5	
Reading	5	5	5	
English	4	15	15	
Story/Library	7	1	1	
Maths	5	13	13	
Science/Topic	10	6	6	
Languages	1	2	2	
Drama	1	1	1	
Music	1	2	2	
Computing	0	2	2	
PSHE	1	1	1	
PE	2	2	2	
Pilates	3	0	0	
Swimming	1	2	2	
Cookery	1	1	1	
Forest School	4	5	5	
Art	0	2	2	
Continuous Provision	14	0	0	



<b>Table 2</b>						
<b>Year Group</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Y7</b>	<b>Y8</b>
English	10	10	10	10	8	8
Maths	10	10	10	10	8	8
Science	4	4	4	6	8	8
French/Spanish	3	3	4	4	4	4
Geography	2	2	2	2	4	4
History	2	2	2	2	4	4
TPR	2	2	2	2	2	2
Latin/Classical Civ/Extra Core	0	0	0	2	4	4
Art	2	2*	2*	2*	3*	3*
DT	0	2*	2*	2*	3*	3*
Textiles	0	2*	2*	0	0	0
Graphics	0	0	0	0	0	3*
Food Technology	2	2*	2*	2*	3*	0
Study Skills	0	0	2	2*	0	0
Drama	2	2	2	2	2	2
Music	2	2	2	2	2	2
Computing	2	2	2	2	2	2
Forest school	3	3	0	0	0	0
PE	2	2	2	2	2	2
Swimming	2	2	2	2	0	0
PSHE	2	2	2	2	2	2
Games	12	12	12	12	12	12
Library	1	0	1	1	1	1