



CURRICULUM POLICY

Overview

The curriculum is all the activities the School organises in order to promote learning and personal growth in our pupils. It aims to give pupils experience in the linguistic, mathematical, scientific, technological, social, physical, aesthetic and creative aspects of education and to prepare them for their senior schools. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others whilst developing the knowledge and skills needed to realise their individual potential.

The curriculum is planned around the educational requirements of the National Curriculum and the Common Entrance syllabuses. As we are an independent school, we diverge from the National Curriculum where there is a sound rationale for so doing.

The subject matter is differentiated according to the ages and aptitudes of the pupils, including pupils with an Education, Health and Care (EHC) Plan (where a pupil has an EHC Plan, the education provided is determined by the requirements of that Plan).

Our curriculum also includes the range of co-curricular activities that the school organises in order to enrich the learning experience of the children. The 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave, is another factor to be taken into consideration.

The academic curriculum is obligatory for pupils except when it is beneficial to an individual pupil to be excused one or more subjects. Participation in after school clubs is encouraged but not compulsory.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Aims

The aims of our school curriculum are to:

- foster a love of learning for its own sake by encouraging our children to ask questions and think for themselves;
- provide all children with a relevant and engaging learning experience that gives them a sense of place and a sense of purpose;

- encourage our children to develop the necessary skills to work productively as part of a group and to become resilient and reflective learners, unafraid of trying something new or making mistakes;
- enable our pupils to achieve the highest academic standards of which they are capable;
- promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- enable children to think critically and creatively;
- instil a sense of discipline, in particular the self-discipline that enables a pupil to make the most of his or her potential;
- provide EYFS children with a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- help children understand Britain’s cultural heritage;
- enable children to be positive citizens in society;
- teach children to have an awareness of their own spiritual development and to understand right from wrong;
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- promote personal, social, health and economic education which
 - (i) reflects the school’s aim and ethos, and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a);
- for pupils receiving secondary education (Years 7 and 8 at Vinehall), access to accurate, up-to-date careers guidance that
 - (i) is presented in an impartial manner,
 - (ii) enables them to make informed choices about a broad range of career options, and
 - (iii) helps to encourage them to fulfil their potential;
- effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society through actively promoting Fundamental British Values to enable children to have respect for themselves and to develop good self-esteem;
- prepare our pupils for future stages in their education.

The Prep School Curriculum

The curriculum is designed to be accessed by all pupils and the age, aptitude and needs of all pupils, including those with an additional need, are taken into account.

One of the main focuses of the curriculum in the Prep School is on ensuring that pupils are thoroughly prepared for their transition to senior schools, either at the end of Year 8 or Year 6. The senior schools chosen by parents in consultation with the Headmaster are varied, including local maintained schools as well as independent day and boarding schools.

The table below shows the number of lessons allocated to each subject in each year in the Prep School. Each lesson lasts forty minutes.

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Art*	2	2	2	2	2	2
CADT*				3	3	3
Computing*	2	2	2	1	1	1
Drama			1			
DT*	2	2	2	2	2	2
English	7	7	6	6	6	6
French	2	2	2	3	3	3
Games	6	6	6	6	6	6
Geography~			2	2	4	4
History~			2	2	4	4
Latin				2	3	3
Learning Journey	3	3				
Life Skills	1	1	1	1	2	2
Maths	7	7	6	6	6	6
Music	2	2	2	2	2	2
PE	1	1	1	1	1	1
RS/Ethics	1	1	1	1		
Science	2	2	3	5	6	6
STEM			2	2		
Study Skills					1	1
Swimming	1	1	1			

*In Years 6, 7 and 8, Art, CADT, Computing and DT are taught on a carousel. Each year group has one term with three lessons of CADT a week, one term with two lessons of Art and one lesson of Computing and one term with two lessons of DT and one lesson of Computing.

~In Years 7 and 8, pupils alternate between Geography and History, with four lessons of one subject each week in one term followed by four lessons of the other subject each week in the next term.

Pupils excused from a subject

In common with many other schools, pupils who have learning difficulties, in particular dyslexia, may be excused language lessons to focus on their literacy and maths skills. The decision is made in consultation with the Learning Support Department, parents and, where relevant, the pupil's designated senior school.

Prep

Regular homework gives pupils the opportunity to consolidate and revise what they have learnt in class. It also helps them to develop the important skill of being able to work independently and hopefully puts in place good habits regarding organisation and time management that will stand them in good stead when they move on to senior school.

All pupils have the opportunity to complete their prep at school, supervised by teachers. Pupils in Years 6, 7 and 8 have allocated time after lunch for completing their prep and all pupils may also complete their prep after 4.40 p.m.

In Year 5, pupils are expected to spend 15 to 20 minutes on each piece of prep. Pupils in Year 5 are also expected to read, preferably aloud, for 15 to 20 minutes each night.

In Year 6, pupils are expected to spend 20 to 30 minutes on each piece of prep.

In Years 7 to 8, pupils are expected to spend approximately 30 to 60 minutes on each piece of prep.

The current prep timetable for pupils in Years 3 to 8 is given below.

	Monday	Tuesday	Wednesday	Thursday	Friday
3E					Maths English
4B/4L					Maths English
5F	Science	English		French	Maths
5P	Science	English		Maths	French
6M	History Latin	English Maths		Science	French Geography
6P	History Latin	English Maths		Science	French Geography
7A	English Maths	Latin		French Humanities	Science
7S	Latin Maths	English		French Humanities	Science
8DB	Maths Science	English		French Latin	Humanities
8PB	Maths Science	English		French Latin	Humanities

Co-curricular clubs and activities

A comprehensive range of extra-curricular activities is offered by the School (please see the Activities Booklet on the school website for a complete list). There are optional clubs after school every day of the week, and clubs also take place during break times within the school day. In addition, there is a programme of Saturday morning activities for pupils in Years 3 to 8.

Performing Arts

Performing Arts are an integral part of the cultural life of the School. Every child sings in either the Pre-Prep, Junior or Senior Choir, and there is also a Chamber Choir and an acapella group. Most children learn an

instrument whilst at Vinehall (there are currently sixteen visiting peripatetic music teachers) and the school has Junior and Senior Orchestras, as well as a multitude of ensembles.

The table below gives an overview of the various productions and concerts that take place over the course of an academic year.

Michaelmas	Lent	Summer
Year 5 & 6 Play Harvest Festival Conquest 'Music in Hospitals' Carol Concert Tea-Time Concert	Year 3 & 4 Musical Hastings International Music Festival Brass Evening Spring Concert Conquest Hospital 'Performers in Residence' Tea-Time Concert	Year 8 Musical Tea-Time Concert

Sport

The School aims to provide a broad and varied sporting experience for all pupils.

Teams in all age groups compete in inter-school matches, which take place on Wednesday and Thursday afternoons, as well as Saturdays. The School ensures that all children are given a chance to play in fixtures against other schools.

There is a main sporting focus each term (see below), with this being augmented by a varied PE curriculum. The pupils have lessons in swimming, basketball, gymnastics, badminton, volleyball, small-sided games, tennis, golf, athletics and fitness testing.

Vinehall also enters several major sport IAPS competitions, such as netball and hockey, and also takes part in more specialist competitions, including Slalom Skiing, Clay Pigeon Shooting and Equestrian Events.

	Michaelmas	Lent	Summer
Boys	Football Rugby	Rugby Hockey	Cricket Athletics Tennis
Girls	Hockey	Netball	Cricket Athletics Tennis