

**Curriculum Policy  
For  
Argyle House School  
(EYFS & All Other Departments)**

**AIMS**

The school aims to:

- Develop the numeracy skills necessary to tackle a range of practical tasks and real-life problems.
- Develop the literacy skills necessary to be able to communicate effectively in spoken and written English as well as being able to use those skills in a broader context.
- Develop scientific understanding and knowledge of nature, materials and forces, and develop the skills associated with science as a process of enquiry.
- Develop investigative skills and knowledge of strategies designed to overcome practical problems.
- Provide pupils with a full and rounded entitlement to learning.
- Develop physical control and co-ordination skills, tactical skills and imaginative responses so that they can evaluate and improve their performance through a range of sporting activities.
- Develop a knowledge and understanding of the basic principles of fitness.
- Develop technological skills including ICT.
- Develop their self-esteem and self-worth.
- Foster pupils' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle.
- Inspire pupils to a commitment to learning which will last a lifetime.
- Promote high standards in all learning and teaching.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. It will also take into account the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

Pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills. Personal, social, health and citizenship education reflecting the school's aims and ethos.

Religious education is also provided for pupils.

Appropriate careers guidance (in secondary schools).



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Appropriate programmes of activities for pupils who are above or below the compulsory school age.

An appropriate programme of enterprise education.

### Principles Underlying our Curriculum

We aim to deliver a curriculum which allows pupils to:

- Experience a range of teaching styles.
- Utilise a range of learning styles and intelligences.
- Learn to work systematically, independently and co-operatively.
- Learn through practical activities and discovery.
- Be provided with challenging work, appropriate to their abilities.
- Have access to a wide range of activities and resources.
- Be introduced to a broad range of subjects and knowledge.
- Children will be told about fundamental British Values.
- How to prepare themselves with the economic ways of the world.

### Procedures for the Delivery of the Curriculum (EYFS & Primary)

Formal and informal methods of teaching are used as appropriate by all staff.

Lessons are delivered with full regard to pupils' individual preferred learning styles.

The curriculum is approached by subject discipline, with the EYFS Areas being delivered in Kindergarten and Reception and the National Curriculum core and foundation subjects delivered from Year 1.

Classes from Kindergarten to Year 6 are taught entirely by the class teacher with the following exceptions:

- French is taught by a specialist MFL teacher.
- Music is taught by a specialist teacher.
- ICT is taught by specialist teachers in the Junior Department.
- Support teaching is delivered by additional staff.
- Class teachers and/or specialist teachers deliver the P.E curriculum with the help of qualified coaches.
- P.E does include at least a full year of swimming for Kindergarten to Year 6.

Support is provided in English and Maths and in other areas where applicable. Pupils who require this extra support are monitored by the Special Needs Co-ordinators.

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### **Procedures for Ensuring Progress and Continuity (EYFS & Primary) (Please refer to the Assessment Policy for AHS)**

All staff are involved in the planning and review process.

All staff have access to medium and long term plans which conform to an agreed format and are available via our intranet system. Records are kept of previous planning (short term) to assist new staff and ensure continuity.

### **Procedures For Recording and Reporting (EYFS & Primary)**

Class teachers are responsible for recording academic progress and reporting to parents. All children follow a schedule of tests throughout the year and “Deep Analysis” work. The Headteacher and the relevant Senior Manager who works with the Assessment Team, monitor the progress of the children so each child is reaching their potential, according to their baseline data.

### **Learning Support**

Children requiring support are identified through any previous school records and follow up assessments and the class teacher’s recommendation.

### **Procedures For the Delivery of the Curriculum (Senior School)**

It is the school’s policy that subjects should be taught by specialist teachers wherever possible.

Formal and informal methods of teaching are used as appropriate to the age and aptitudes of the pupils.

It is our aim that a wide range of teaching strategies be used, and that lessons be delivered with full regard to pupils’ individual preferred learning styles.

The curriculum provided at A.H.S enables all pupils to acquire skills in speaking, listening, literacy and numeracy. Subjects are delivered in mixed ability groups.

In addition, the school provides a PSHEE/SMSC programme that reflects the school’s aims and ethos, with an understanding of promoting Fundamental British Values and developing an understanding of general economics. This is further promoted through school assemblies. There is a separate and detailed PSHEE scheme available for inspection. Each subject is reviewed through the Curriculum Group.

We want our pupils to enjoy a broad, balanced and challenging curriculum. The programme of study followed is detailed below:

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### **Year 7**

English, Mathematics, Chemistry, Physics, Biology, History, Geography, ICT, French, Drama, P.E, Games, Art, Home Economics, PSHEE, Music.

### **Year 8**

English, Mathematics, Chemistry, Physics, Biology, History, Geography, ICT, French, Drama, P.E, Games, Art, Home Economics, PSHEE, Music.

### **Year 9**

English Language, English Literature, Mathematics, Chemistry, Physics, Biology, History, Geography, ICT, French, Drama, P.E, Games, Art, PSHEE, Music, Business Studies.

### **Year 10**

**Options: Business/Music; Art/History/PE; Geography/ICT; Drama**

The pupils must take the other subjects. (No more Home Economics and only Games Lesson.)

### **Year 11**

**Options: Art/History/PE; Business/Drama; Geography/ICT/Music**

The pupils must take the other subjects. (No Home Economics and only Games lesson.)

Most pupils follow a programme of 10 GCSE's, but there are structured ways of reducing this number to 8 or 9.

### **Options**

These are designed by the Headteacher and Senior Management to ensure that the majority of pupils are able to study their preferred subject combinations in Key Stage 4.

### **Learning Support**

This is overseen by one of the SEN Co-ordinators in conjunction with the Headteacher; relevant documentation is produced and extra support lessons designed to help their particular needs.



### **Gifted & Talented**

This is overseen by the Curriculum and Assessment Teams. All staff know the identity of the higher attainers and the work reflects their ability to provide stretching activities for them.

### **Procedures for Ensuring Progress and Continuity (Senior School)**

All staff are required to plan their lessons on the agreed scheme of work for each subject. In Years 9 to Year 11 the GCSE subject specifications will form the basis of the schemes of work. Head of subjects are responsible for overseeing a curriculum area, with the help of the Curriculum Team.

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The Headteacher and the Senior Management Team are responsible for overseeing all developments at AHS.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

### **Disabilities**

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

### **Differentiation**

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

### **Option System**

The option system is explained to parents on request by the Headteacher.

### **Dis-application**

In accordance with the law, the school has the right to respond to individual needs by modifying the Curriculum, or dis-applying the National Curriculum for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area; and
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

### **Religious Education**

Religious Education is available to pupils. Parents have the right to withdraw their children from religious education.



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## Collective Worship

All pupils up to Year 11 are expected to take part in weekly collective worship. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination.

e.g. The school has a programme of collective worship involving Department assemblies and Whole School assemblies.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Headteacher in writing if they wish to withdraw their child from collective worship.

## Relationship & Sex Education

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's relationship and sex education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

## Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

## P.E & Games

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

All pupils have to take the Sports Leaders Award Scheme (Level 1 & 2) and Duke of Edinburgh Award Scheme (Bronze) to further their skills.

## Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

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## Homework

The school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework:

### Primary Schools

- Reception - 10 minutes per night of reading.
- Years 1 and 2 - 20 minutes per night of reading, spelling, and other literacy and numeracy work.
- Years 3 and 4 - 35 minutes per night of literacy, numeracy, with occasional assignments in other subjects.
- Years 5 and 6 - 45 minutes per night of regular weekly schedules with an emphasis on literacy and numeracy, but also other subjects.

### Secondary Schools

- Years 7 and 8 - 45 to 90 minutes per day.
- Year 9 - 1 to 2 hours per day.
- Years 10 and 11 - 1 to 2 hours per day.

## Special Educational Needs

The school has a special educational needs policy for all pupils. The school will determine the appropriate courses in consultation with the parents.

## Careers Guidance

The school provides appropriate careers education and guidance for all Senior School pupils. Careers education and guidance is overseen by the Headteacher, Senior Management Team and a designated teacher who oversees the whole program.

The general aim of the Careers Programme at Argyle House School is to equip the pupils with the skills, awareness, knowledge and values they need to make important decisions and emerge as responsible, mature, fulfilled and successful members of society.



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Careers Education and Guidance is incorporated into the PSHEE schemes of work; each pupil undergoes a personal interview with the School's Career Officer who helps design a career profile and arrange to meet certain professionals to give the pupil some specific advice.

At the start of Year 11 there is a week of work experience arranged for each pupil, this is followed up with a careers fair, where on average 100 different professions are represented. (This is done every two years for Year 9, 10 & 11).

(Please refer to our Careers Policy for a full guide of what happens from Year 7 to Year 11.)

### Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Teacher/Form Tutor.

If the issue is not resolved parents should make an official complaint in writing to the Head.



### Monitoring & Review

This policy will be monitored by the Senior Management Team who will report to the Head on its implementation on a regular basis.

Signed     *C Johnson*     Date 4<sup>th</sup> September 2024

Head Teacher  
September 2024

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