



# Curriculum Policy

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It is the policy of Charlotte House Prep School that pupils, including those in the EYFS, receive a broad and balanced full time supervised curriculum, which delivers an education suited to all pupils across the full age and ability range. All pupils have the opportunity to learn and make progress and are prepared for the opportunities, responsibilities and experiences of life in British society.

The curriculum is designed to support all pupils fulfil their individual academic and creative abilities, explore their talents to the full, and appreciate through study, the wealth of human achievement. It is designed to challenge all pupils and engender a love for learning and a thirst for knowledge. Progression is at the core of the curriculum to ensure every girl reaches their full potential with relevant challenge and is closely monitored by senior leaders. The aim of the school is that pupils gain a wealth of experience in linguistic, mathematical, scientific, technological, human and social, spiritual, physical and creative education.

The school curriculum will seek to offer appropriate choices, which reflect the needs and interests of the pupils.

When considering the breadth, balance and appropriateness of the curriculum, the following factors are very important:

- Breadth will allow pupils contact with the different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.
- Our curriculum actively reflects the school's aims and ethos and encourages respect for all.
- Balance will be shown through time allocation, curricular and extra-curricular activities, including educational visits and residential trips.
- Appropriateness will be shown through group size, setting, length of school day and length of teaching year.

- Coherence will be achieved through planning and discussion, with schemes of work for all subjects documented in advance.
- The school actively promotes the spiritual, social, moral and cultural development of pupils and fundamental British values. This is evidenced in our policy on spiritual, social, moral and cultural aspects of our girls' education (See Appendix I) as well as our PSHEE policy.
- Access to the curriculum is regardless of race, disability, religion or belief. In accordance with the Equality Act 2019, Children and Families Act 2014 and SEN Disability Code of Practice 2015 we aim to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available upon request.

#### Differentiation will be achieved:

- Through setting and grouping policies
- Knowledge of pupils' needs and ability
- Through teaching style and method including appropriate differentiation
- Through teacher response to individuals' work, triggered by regular assessment of speaking and listening skills and written work.

#### ENGLISH AS AN ADDITIONAL LANGUAGE:

Where accompanied by a learning disability this will fall under the aegis of the Learning Support teacher. In all other cases, pupils who do not have English as their first language will be supported by form tutors, subject teachers and where possible members of staff who speak the child's first language.

#### EQUAL OPPORTUNITIES

We firmly believe all pupils in the school should have equal access to the curriculum ensuring they all learn, make good progress and fulfil their potential.

#### POLITICAL VIEWS

The promotion of partisan political views in teaching is forbidden by law. Political issues are raised in an age appropriate way as and when relevant. Issues are always handled in a balanced manner.

#### CHAPS

Our Chaps (currently high achieving pupils) are provided for through a range of activities, resources and teaching methods. If it is felt appropriate, and in agreement with the parents, some girls may join with other year groups for some lessons. We also look for opportunities for external and internal enrichment opportunities such as Skylark initiatives, Haileybury STEM competition, Thinking Skills sessions, Maths competitions and General Knowledge competitions.

## MONITORING

This policy is monitored by SMT. The Head reports to the governing body's Education Committee on curriculum issues and recommends any changes to the committee.

## PARENTAL INVOLVEMENT

Any major changes to the curriculum offering would be explained to the parents and their views would be considered. If a parent has concerns about the curriculum, they should be firstly raised with the relevant teacher. That teacher will share these concerns with both the relevant subject lead and the academic director.

## AIMS

Through our curriculum we aim to:

- engender a passion for learning and encourage intellectual curiosity and a desire to learn by providing stimulating and challenging learning journeys which encourage resilience
- ensure opportunities for all to perform at their best
- develop oracy and advanced linguistic skills, numeracy, literacy, creativity and IT skills across all stages and all curriculum areas
- ensure that fundamental British values are upheld and promoted throughout the school
- teach our pupils how to be safe and happy; in an age appropriate way we teach about e-safety, fundamentalism, all forms of abuse, mental well-being and relationships
- recognise and celebrate pupils' achievements and successes both in and out of school by ensuring they have a wealth of opportunities to shine

## SEND

We recognise and celebrate the fact that we are all unique. We acknowledge that the girls have differing academic needs and learning styles. We aim to meet all needs through differentiation, setting, support groups and individual support. Please refer to the SEND policy for further information as to how we ensure all girls access the curriculum and make good progress including those with Education, Health and Care plans.

Teachers and support staff all use multi-sensory teaching techniques to enable all children to access the curriculum and be taught in a dyslexia friendly way.

## CURRICULUM

Charlotte House staff deliver an exciting curriculum which provides a wealth of experience in the following areas:

Oracy

English is allocated at least an hour a day in all year groups. Linguistic skills are also taught through French and Spanish. Communication skills are developed in all subjects and through assemblies and school productions.

In Early Years, Communication, Language and Literacy form one of the seven strands for learning which are integral to planning all activities.

### **Mathematics**

Maths as a discrete subject is allocated at least an hour a day in all year groups. In the Prep school the largest class is 22 however for Maths a teacher is assigned for every 11 pupils. The Maths teachers use their expertise to decide how the groups are taught and this differs according to the cohort. . We use White Rose maths to provide a clear structure, progression and suitable challenge as the girls move through the school. Mathematical skills are utilised within science, PE, geography, history, D.T. and computing.

In Early Years, mathematics form one of the seven strands for learning which are integral to planning all activities.

### **Science**

Science is taught as a discrete subject in the Early Years and Pre-Prep when it is not relevant to the topic otherwise it is integral to the topic. In the Prep school, the girls have two hours of science a week. Cross-curricular opportunities occur in maths, geography, P.E., history and D.T.

In Early Years, science forms part of the ‘Understanding of the World’ strand for learning which is integral to planning all activities.

### **Technology**

Computing including coding is taught throughout the school and girls use a variety of devices to enhance their learning. All subjects provide opportunities for girls to use technology. In the Prep school Google Classroom is used widely as a means of communication and for homework purposes.. In EY Tapestry is used and in Pre-Prep ClassDojo is used for communication with home.

A range of software is used both at home and in-school such as PurpleMash, MyMaths, Atom, etc

In Early Years, technology is used in a variety of curriculum areas with pupils encouraged to use a variety of interactive applications and tools.

All years benefit from a STEM day which provides opportunities to explore new technology and possible future careers.

### **Physical Education**

We have a 'Sports For All' policy and promote the 'This Girl Can' ethos. Through our P.E. curriculum we develop skills, knowledge of sports, resilience, understanding of how to be physically fit and team work.

In Early Years, control and co-ordination are key skills taught in the 'Physical Development' strand for learning.

### **Humanities and social skills**

Geography, history, R.E. and RSE/PSHEE are the discrete elements of our human and social education.

All pupils attend assemblies. Themes visited include current affairs, remembering historical events, marking festivals of all faiths, external visitors and celebrating the girls' achievements both in and out of school.

In addition to the work covered, this element is also covered through our positions of responsibility including House Captains, Class Monitors, Sports Captain, Playground Buddies etc. Our School Council has elected Form Reps take opinions from their classes and meet weekly to discuss matters. Pupils vote to decide which charitable causes to support and suggest ways to raise money.

For RS the Kapow curriculum is followed which covers many themes and religions. For RSE/PSHEE we use our own curriculum which covers social and physical development and promotes good citizenship

Outdoor learning is used often when applicable to the curriculum especially in the EY section of the school. We enjoy utilising not only our grounds but also the fabulous local environment eg. Verulamium and Bletchley for History, local river study in Geography and Bhaktivedanta Manor, a Gaudiya Vaishnava temple in Watford.

In Early Years, geography, history and RS are covered through a range of activities and topics that are based on the 'Understanding the World' objectives of the EYFS curriculum.

RSE/PSHEE is covered through stories, role play, target setting and ongoing activities that are based on the Personal, Social and Emotional objectives..

### **Aesthetic and creative education**

Art, D.T. and music are all taught as discrete subjects, throughout the school (D.T. from Form III); each is allocated at least an hour a week.

Drama is taught as part of the English curriculum and every term the girls are involved in at least one 'performance'. This may be in the form of a class assembly or a play.

In the Prep school, all girls are members of at least one choir and have the opportunity to have an individual weekly instrument or LAMDA/singing lesson.

In EY, art, DT and music are covered through specialised lessons each week that are topic based and are tied in with the 'Expressive Arts and Design' objectives of the EYFS curriculum.

## **PLANNING**

EY base their curriculum to give a wealth of experience through the three EYFS Characteristics of Learning:

1. Playing and Exploring
2. Active Learning
3. Creating and thinking critically.

As well as the seven strands of learning. These are:

4. Personal, Social and Emotional Development
5. Communication and Language
6. Physical Development
7. Literacy
8. Mathematics
9. Understanding of the World
10. Expressive Arts and Design

All planning for this section of the school is co-ordinated by our EY co-ordinator.

For Forms I to VI the curriculum is formulated by the Heads of Department in agreement with the teacher who will be delivering the curriculum. The teacher then creates their own short term plans. All curriculum plans are overseen by SMT.

## **ASSESSMENT**

Assessment is on-going with a range of standardised tests and teacher assessment throughout the year. These assessments are then used to ensure all pupils are achieving to the very best of their ability, set individual targets and inform future plans. Meaningful, age appropriate feedback is given and the girls are also encouraged to peer and self-assess.

See the Assessment Policy for further details.

## **ENRICHMENT**

Curriculum days are held annually to enrich our curriculum and provide cross-curricular opportunities. These events include – Languages Day, STEM day and Art Day.

A range of trips are organised in order to complement the curriculum and the school welcomes visitors into the school who help deliver the curriculum such as religious leaders, local MPs, and parents with relevant knowledge, skills and/or occupations

We encourage the girls to take advantage of local opportunities outside of school such as Watford Youth Orchestra and various sports clubs.

### **EXTRA -CURRICULAR ACTIVITIES**

All girls are encouraged to attend a variety of clubs over the school year. The clubs on offer vary from term to term and year to year. These may include – Chess, Art, Sign Language, Gardening, various sports clubs, Logic Puzzles, Calligraphy and Speech and Drama.

Sporting matches are played in a variety of sports against other schools and all girls in Form III to VI have the opportunity to represent the school in these.

### **EARLY YEARS - NURSERY AND RECEPTION**

There is one class in each year group and we cap at 20. . The Nursery and Reception classrooms provide a stimulating environment for children to make progress in all aspects of education. Where pupils are below compulsory school age, a programme of appropriate activities are in place to support their personal, social, emotional and physical development and communication. Please refer to the Early Years Foundation Policy for more detail.

Daily activities are carefully structured to provide varied and motivating experiences, guiding the children through the seven areas of learning of the Foundation Stage. Well planned play activities are a key way in which children learn and are challenged with enjoyment. All children are made to feel welcome, valued members of the group.

Many opportunities are provided for creative development through music, art, imaginative play and role play. A nativity play is performed to a wider audience at the end of the autumn term.

Children are encouraged to practise fine and gross motor skills, with a good range of construction toys both in the classroom and in the outdoor learning area

Planning takes account of each individual child's learning requirements with the aim of setting realistic and challenging expectations for all. Assessment is on-going and a thorough programme of evidenced observations is undertaken which includes input from girls, parents and teachers. Tapestry is used to collate this evidence. In accordance with regulations, the EYFS Profile is completed in the year in which a pupil reaches five years of age, and no later than 30th June in that term.

### **PRE-PREP**

The Pre-Prep is arranged in two year groups: Forms I & II. There is one class per year group and we cap at 20. The two forms team plan for their topic work.

Each year group follows a programme of English, maths, science, French, Spanish, music, PE, computing, RS, art, topic (incorporating history, geography and D.T.) and PSHEE. Children have access to computers, iPads and inter-active whiteboards in their classrooms.

French, Spanish, PE and music are taught by specialist teachers.

Planning takes account of differing levels of achievement and ability with differentiated activities and approaches ensuring every pupil is suitably challenged. Children with learning difficulties and disabilities and those who are high achieving pupils are also addressed in this way with some individual or small group lessons.

There is a Pre-Prep play in the Spring Term and a Sports Day in June. There are also curriculum days throughout the year which may result in the children being 'off timetable' e.g. STEM Day, Eco Day, Languages Day, etc

Visits take place throughout the year to places of interest related to work in the classroom.

Pupils in the Pre-Prep are encouraged to join extra-curricular clubs which have included computing, gymnastics, ballet, library and craft to name but a few.

Homework is kept to a minimum at this stage and mostly consists of reading/phonics, spellings and some maths. Should the teacher feel some extra work, either to support their learning or to bolster their confidence, should be carried out at home, this will be set in agreement with the parents/carers.

## **PREP**

Prep School covers years III, IV, V & VI. There is one form in each year group with a maximum of 22 pupils in each form. For most maths lessons the class is split into two mixed ability sets.

Throughout the Prep School, all girls are taught English, maths, science, history, geography, French, Spanish, verbal reasoning (Forms IV, V & VI only), music, art, DT, PE, computing, RS and RSE/PSHEE. Occasionally girls will receive extra literacy and maths support instead of attending Spanish if deemed appropriate and if agreed with the parents. When timetabling allows, we aim to teach maths and English as early in the day as possible.

Prep builds on the solid foundation established by the Pre-Prep. There are, however, significant changes. In the Pre-Prep School pupils are with one teacher for the majority of lessons. When the girls move into the Prep School, they will move between different classrooms for lessons, allowing pupils to experience specialist teaching in each subject area. Pupils in Forms III and IV perform in a play in the autumn term and Forms V and VI perform in a play, usually a Shakespeare play, in the summer term.

Pupils in the Prep department are encouraged to join extra-curricular clubs which have included speech and drama, computing, taekwondo, gymnastics, speed stacking sign language, library, gymnastics and gardening club.



There are visits to theatres, museums and other places of educational interest for all ages. There are also residential trips for Forms IV, V & VI respectively.

We aim to meet Special Educational Needs through differentiation, setting and specialist group and individual lessons and use multi-sensory teaching techniques which are dyslexia friendly. Please refer to the SEND policy.

Matches are played against many schools in a range of sports including netball and football.

Homework is set daily and increases gradually as the girls move up through the school, preparing them for the expectation and independence required for secondary school

Pupils are fully prepared for a wide variety of destination secondary school exam including the Herts and Bucks 1+ exams, , all Common Entrance exams and scholarships. From Form IV upwards, the girls have lessons in Verbal and Non Verbal reasoning to support their preparation for the exams. When individual girls are entering for schools with unusual syllabus demands, the Head of Department will arrange for additional 1:1 preparation. In Form VI, the girls undertake practice interviews with members of staff and at least one session with someone not known to the girls.

#### **THE CURRICULUM DURING CLOSURE OF THE SCHOOL BUILDING OR A PUPIL'S ABSENCE WHILST THEY ARE WELL.**

As a result of the Covid-19 pandemic we have devised an off-site curriculum that will be delivered if/when children cannot be educated within the school grounds. Our off-site curriculum will remain ambitious, broad and differentiated to ensure all girls can flourish and progress.

A range of programmes are used to deliver our off-site curriculum. In EY, Tapestry is used, Pre-Prep use ClassDojo and in the Prep school Google Classroom is utilised. Zoom is used to deliver 'live' lessons.

In the event of whole school closure,, English and maths will both have daily 'live' lessons.. One other curriculum lesson will also be provided daily, which pupils are expected to complete independently throughout the week. aArt, music and P.E. lesson resources will be provided weekly.

For RSE/PSHEE, mental well-being and pastoral care, a live Form Time/'drop in' session will be held daily to ensure that the girls have regular contact with their teacher and their peers at the start and end of each day. Parents are also encouraged to allow their daughters to use the NSPCC resources on-line.

If girls usually receive 1:1 support in school, we will endeavour to continue this remotely.

Parents were consulted after the spring 2020 lockdown and feedback was overwhelmingly positive. They felt the curriculum and support offered was appropriate and beneficial to the girls.

If a prolonged period of off-site education occurs, curriculum planning will be informed by an assessment of pupils' starting points and will address any gaps in their knowledge and skills, in particular making effective use of regular formative assessment in the form of quizzes, observations,, through the use of effective questioning and assessment of pupils work. There may be occasions when some girls are learning remotely whilst the rest of their peers are in school due to individuals having to self-isolate; we will ensure any pupils educated at home are given the support they need to master the curriculum and continue to make good progress. On these occasions, the remote education will follow the normal school curriculum. When possible, the teachers will facilitate the children joining the English and maths lessons remotely for the lesson.

Should any pupils need to access remote education and not have the resources and infrastructure at home to do this, the school will work with the parents to overcome these barriers, including the loan of equipment.

## Curriculum Policy - Appendix 1

### Policy on Spiritual, Moral, Social and Cultural Aspects of a Child's Education

Charlotte House Prep School seeks to offer an education where pupils learn to distinguish right from wrong and where they have opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially and culturally. This is centred on the Christian ethos of the school. We aim to:

- lead pupils towards becoming confident and positive contributors to their community;
- enable pupils to gain insights into the origins and practices of different cultures and those of the wider community;
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism.

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education, through school assemblies and via our framework for RSE/PSHEE

On a day-to-day basis pupils are accountable to the Form Rules. These are agreed by the Form and involve core values such as honesty, kindness & hard work. These rules reflect the need to value ourselves; our families and other relationships; the wider groups to which we belong, the diversity of our society and the environment in which we live.

These issues and more are dealt with sensitively and carefully in the RSE/PSHEE programme. Spiritual and moral development, particularly beliefs, ethics and worship, is delivered through school assemblies in which there is a thoughtful consideration of relevant issues and time to reflect. Many of these issues are followed up and discussed further during the RSE/PSHEE lesson.

Assemblies throughout the school may be Christian based, for example a Form Assembly which contains a Christian hymn or prayer. Other religions are respected and festivals, for example Diwali, are celebrated and discussed. Religious leaders of other faiths are welcomed to host an assembly, for example the Rabbi of Northwood Synagogue.

## APPENDIX : Definitions

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Pupils' **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for British values and culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.