

Perrott Hill Curriculum Policy



The Board of Directors has charged the Proprietor with day-to-day responsibility for the governance of the School. Ultimate responsibility for the governance of the School rests individually and collectively with Board of Directors.

The Proprietor chairs a Board of Governors acting in an advisory capacity in support of good governance.

This policy is written with the inclusion of the Early Years Foundation Stage.

At Perrott Hill, we aim to enable all pupils to achieve their individual best by:

- providing and supporting the best opportunities for academic, creative and extra-curricular learning and for pastoral development;
- promoting the development of enriching characteristics for life that will underpin an ability to successfully adapt to change, including curiosity and an open mind;
- developing the whole child - promoting independence, self-knowledge, moral and spiritual understanding, self-esteem and emotional literacy;
- developing the whole community – valuing empathy, and promoting a tangible sense of belonging and the desire to make a positive contribution.

We value and seek to promote opportunities for personal and professional growth and wellbeing for all who live and work in our school community.

The Breadth of the Curriculum

The curriculum offered at the school aims to provide a wide range of opportunity in order to promote effective learning and personal growth. Medium Term Plans (schemes of work) are in place for all subject areas. It is our aim to foster within our pupils an enjoyment of all the subjects. The school's curriculum aims to provide all pupils with an experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical
- Aesthetic and creative
- Spiritual and Moral

Perrott Hill Curriculum Policy



Linguistic

- ❖ At Perrott Hill we aim to develop the ability of pupils to communicate effectively, so increasing their command of language through listening, speaking, reading and writing. These aims apply essentially to the teaching of English. However, they also apply to the teaching of other languages such as French (taught as a timetabled lesson from Nursery) and Latin (taught from Year 5).

Pupils who struggle with French or Latin may, with agreement of staff and parents, give up a subject to attend Learning Support lessons with the aim of improving a specific area of their learning.

Mathematical

- ❖ As a core subject Mathematics is taught throughout the school. Perrott Hill aims to develop a knowledge and understanding of mathematical principles by using a variety of teaching methods including practical activities, exploration and discussion. It is our aim to foster within our pupils an enjoyment of Maths.

Scientific

- ❖ Science is also a core subject throughout the school and the curriculum aims to increase pupils' knowledge and understanding of living things, materials and physical processes. It also aims to develop the skills associated with science as a process of enquiry through observation, the forming of hypotheses that can be tested, investigation and recording and reporting of findings.

Technological

- ❖ Pupils are taught in timetabled lessons how to use information and communication technology (ICT) from Reception to the end of Year Eight, and these skills are refined through practice across a wide range of subjects. Children are instructed in the tools and techniques which will allow them to develop skills to enable them to be successful in the future. The children have supervised access to ICT in activities and free time to enhance their learning.

Human and Social

- ❖ Through the teaching principally of Geography, History and Religious Education, Perrott Hill pupils focus on people and their environment, and

Perrott Hill

Curriculum Policy



look at how human action has influenced, and can influence, events and conditions. These subjects are taught throughout the school. They are taught as separate subjects from Years One to Eight. Below this age, the subjects may be combined.

Physical

- ❖ At Perrott Hill, we aim to develop the pupils' physical abilities in a safe and supportive environment. The Physical Education and Games curricula involve a range of individual, team and competitive activities that cater for individual pupils' needs and abilities. Physical skills are developed, and a love of sport is enthusiastically fostered.
Competitive matches against other schools in football, rugby, hockey, netball, athletics, cricket, tennis, badminton and cross country are a feature of life at the school. All pupils are able to participate in matches against other schools at their appropriate level.
- ❖ In the Pre Prep, from Nursery, Reception to Year Two, children have 80 minutes of Physical Education and Games, whilst Years Three to Eight have forty minutes of PE each week. Years Three and Four have 3 double periods of games taught by specialist coaches. Years five to Eight have 2 double lessons of games taught by specialist coaches, as well as, Wednesday and Saturday afternoon fixtures. If there is no fixture, the time will be used as a coaching session to further enhance the children's skills.
- ❖ In the Pre Prep, children engage in Forest Schools activities one afternoon per week. Pre-Prep children have the opportunity to sign up for after school clubs to further broaden their experiences at school. Pre-Prep children can also sign up for specialist coaching for tennis, ballet, karate and cookery as paid activities.
- ❖ Prep school pupils have the opportunity to experience a vast array of additional games and activities that allow them to further develop their interests and skills, e.g., badminton, tennis, archery, fencing, bee keeping, bell ringing, blacksmithing etc...
- ❖ Expedition Days, which take place each year at the end of the summer term for Years Three to Eight, often have a physical element. As the children get older from Year Five, they will be involved in activities of an outward bound nature which will provide exciting and testing experiences which will allow the children to enhance their physical control and co-ordination.

Aesthetic and Creative

- ❖ All through subjects taught and experienced during after school activities at Perrott Hill, they can contribute to the aesthetic and creative talents within the individual. This is done through the teaching of Art, Design

Perrott Hill

Curriculum Policy



Technology, Ceramics, Woodwork, Drama, Music and English Literature, Perrott Hill pupils enjoy particularly enriching aesthetic and creative opportunities.

- ❖ Art is taught throughout the school and the children are able to exhibit their work in the Art Room and in display areas around the school. Art may be accessed during activities and free time in the main school. Ceramics is offered in some Art lessons and during activities.
- ❖ Drama is taught to all pupils in Year three to eight, as part of their English lessons. Pupils in pre-prep are involved in performances throughout the year. Pupils will be involved in performing in a play at different times within their time at Perrott. There are also opportunities for pupils to have extra individual drama lessons.
- ❖ Music is an important element of the school and is taught as a separate lesson throughout the school. Children may be part of many music groups including the school wind orchestra, string orchestra and Chamber Choir etc. They are able to perform as individuals or groups at lunch times, during informal concerts and in the more formal concerts for parents and pupils such as the Spring Concert, as well as the school Carol Service. Children may be involved in performing in assemblies throughout the school.

Spiritual and Moral

- ❖ A programme of PSHE is delivered to form groups and, occasionally, whole year groups by specialist staff from Reception through to Year Eight (See PSHE scheme of work) and has been devised with the school aims and ethos in mind. This subject is seen as vital, and is designed to tackle those important issues, which begin to confront pupils reaching their teenage years, such as drugs, alcohol, friendships and sex. Lessons aimed at a lower age will often target issues such as friendships, personal health and getting on with each other. Lessons will also target issues as the need arises.
- ❖ Pupils in Years 3-8 are taught Philosophy for Children and PRS. PRS is taught through years 3 – 8. Pupils in the Pre Prep are taught Religious Studies, where they learn about different faiths from around the world
- ❖ Within the PRS lessons across the school we cover all the main world religions in detail with one main focus for each year group. We study the Old and New Testament and within Year 7 and 8 we begin to study the teachings of Jesus in more detail in line with the Common Entrance curriculum. Within the PRS lessons we use P4C techniques to open the children's minds to the diversity of beliefs, traditions and cultures. The P4C approach develops communication skills and builds the children's ability to think and question more independently. We also use the PRS lessons as an opportunity to focus on issues facing our world today and often use the most up to date world news stories as a stimulus for lesson discussions.

Perrott Hill Curriculum Policy



Effective Learning

We recognise the need to implement strategies that allow all children to develop in the areas of: linguistic, mathematical, scientific, technological, human & social, physical and Aesthetic & creative. We take into account the different ways in which children learn and we provide creative opportunities for such learning methods.

These include:

- ❖ Investigation and problem solving
- ❖ Research and finding out
- ❖ Group work
- ❖ Pair work
- ❖ Independent work
- ❖ Whole-class work
- ❖ Asking and answering questions
- ❖ Open ended questions
- ❖ Creative use of ICT across the curriculum
- ❖ Use of interactive ICT
- ❖ Fieldwork and visits to places of educational interest
- ❖ Creative activities
- ❖ Responding to musical or recorded material
- ❖ Learning through the use of concrete materials and experiences
- ❖ Debates, role-plays and oral presentations
- ❖ Designing and making things
- ❖ Participation in athletic or physical activity
- ❖ Learning through playing

Personal Development

The curriculum contributes to the pupils' personal development. Most subjects offer opportunities to explore issues that impact on the personal growth and development of pupils. Of prime importance at Perrott Hill is the personal contact between pupils and form teachers/tutor.

Residential trips and activity weekends introduce children to being away from home, initially in the school grounds, but going further afield to locations in Wales, Cornwall and France. In these ways, children's self-confidence and social skills are developed.

Study skills are taught within academic subjects to children in Years 5 to 8 to help children to prepare for their examinations. It allows children to take responsibility for their learning.

The school takes its commitment to giving pupils the best preparation for later life seriously and in the most holistic sense. To supplement the classroom curriculum

Perrott Hill Curriculum Policy



and to engage pupils with the changing world of employment in the future, the school runs a programme of four half-hour talks per term given by parent volunteers to Years 7 & 8. These parents represent a broad cross-section of careers with the intention of older pupils understanding the range of opportunities available to them. Parents' talk of their career path and the nature of their current job, and within their talks are asked to hypothesise on how technology may change their particular area of work in the future. In the first year of their senior schools, our pupils will be making subject choices that may eventually have some bearing on their career path and it is the intention of the programme to try and ensure that over their last two years, pupils have listened to some 20-24 professionals talk of the various career paths and so better understand what life may hold for them.

Teaching Groups

Size

- ❖ The curriculum is organised so that teaching groups are small in number. In the Prep and Pre-Prep the maximum class size for academic subjects is 18, although the Headmaster reserves the right to exceed this in exceptional circumstances though the average size of each teaching group is more likely to be much less.

Setting & Streaming

- ❖ Year groups are streamed on ability from Year 6 in the examinable subjects, so that lessons can be tailored to the individual child's ability as well as allowing for the successful delivery of the Common Entrance Curricula.
- ❖ In Nursery to Year Five, classes are mixed ability and great care is taken to ensure that the groups are well balanced. With appropriate differentiation within the class for all pupils.

The Teaching week

The teaching week is designed around a single teaching week cycle of the following hours:-

- ❖ Pre Prep: 5 days: 4 hours 30 minutes of supervised teaching time per day
- ❖ Prep School:
 - Yrs. 3 & 4: Monday, Tuesday, Thursday and Friday with a total of 5 hours 20 minutes consisting of eight 40-minute academic lessons for each day. Wednesday has 6 hours of nine 40-minute academic teaching lessons. In addition to the academic lessons, there are

Perrott Hill

Curriculum Policy



prep/activity clubs on Monday, Tuesday, Thursday and Friday that run for 1hour 20 minutes.

- Yrs. 5-8: Monday, Tuesday, Thursday and Friday with a total of 5 hours 20 minutes consisting of eight 40-minute academic lessons for each day. Wednesday and Saturday have 3 hours 20 minutes of five 40-minute academic teaching lessons. In addition to the academic lessons, there are prep/activity clubs on Monday, Tuesday, Thursday and Friday that run for 1hour 20 minutes.

Progression and continuity

- ❖ The teaching at Perrott is aimed at preparing children for passing the examinations (most probably Common Entrance) required for progression to their next school, as well as giving them the opportunities, responsibilities and experiences that will give them the skills and knowledge for their future life. Up to 11, there is greater emphasis on Mathematics, English and Science, but Common Entrance at 13 requires knowledge and understanding of a broader range of subjects including French, Latin, Geography, History. Scholarships at both ages reflect the same subjects, but obviously in much greater depth.
- ❖ Whilst Perrott Hill does not follow the requirements of the National Curriculum, each subject area broadly follows national curriculum guidelines in order to provide progression through the key stages. Staff regularly review their lessons to inform what they teach in the future and this is included in our adoption of Assessment for Learning strategies.
- ❖ From Nursery through to Year Two, the children will be taught the majority of subjects by their form teacher, but specialist subjects will receive specialist teachers (Art, Computing, French, PE and Forest School). Heads of Department in the Prep school liaise closely with all teachers who teach their subject to promote continuity through the different stages.

Special Educational Needs

- ❖ In terms of content and organisation the curriculum takes account of the needs of those pupils requiring special provision. Please refer to our Special Education Needs and Children with Disabilities Policy.

Potential Scholars List

At Perrott Hill we firmly believe that all children can be very able in at least one (and often more than one) area; in a small school, with the added advantage of a high

Perrott Hill

Curriculum Policy



teacher-pupil ratio, we pride ourselves in helping children to discover and develop their gifts and talents. Everything that we do in school both within the curriculum and in an extra-curricular capacity is geared towards this.

- ❖ The school has a continually updated Potential Scholars list. The curriculum takes account of the needs of those pupils considered 'potential scholars', ensuring that they develop their knowledge, skills and understanding in order to reach their potential.
- ❖ The school regularly provides a vast array of opportunities to those who show academic, artistic, sporting, dramatic and musical talent. We spend a great deal of time, and no little effort, in meeting the demands of such children through the rich tapestry of events on offer throughout each term.
- ❖ BASELINE, INCAS & MidYIS tests and the ensuing follow-up meetings help us to identify and support academic pupils who need to be stretched, especially if trying for an academic scholarship.
- ❖ Children who excel at art, sport, drama and music have ample opportunities to extend and enrich their repertoires, whether it be for our: horse riders; skiers; singers; instrumentalists; sportsmen and sportswomen; golfers; dramatists; artists, etc...
- ❖ We continually review the curriculum and tirelessly seek to ensure a truly broad, balanced and accessible curriculum via discussions at:
 - Calendar meetings
 - SMT meetings
 - Staff meetings
 - Board of Governors' Educational and Pastoral Committee meetings - Heads of Departments' meetings
 - Pastoral Development Committee.