

TALBOT HEATH SCHOOL

Curriculum policy – Whole School

Date last adopted: 7th March 2023

Date for next adoption: Spring term 2026

The School provides a full-time, supervised education for pupils of compulsory school age, including EYFS, who have passed entrance procedures (3-18).

The school also provides the same quality of education for our part-time pupils in Kindergarten class, who attend for a minimum of three mornings per week. Our EYFS pupils follow a curriculum linked to the Early Learning Goals.

Beyond EYFS, our curriculum broadly follows the National Curriculum, but goes beyond it to provide appropriate breadth and challenge. Key Stage 4 covers a wide range of subjects and we ensure that it is balanced so that choice at Sixth Form level and at prospective undergraduate level, will not have been unduly restricted by earlier decisions.

Through the curriculum, students gain the knowledge, skills and understanding they need to prepare them to seize the opportunities, responsibilities and experiences of later life, and to foster in them, a life-long love of learning. It is designed to be broad and to ensure that all students have access to it regardless of ethnicity, disability, gender, gender identity, faith, cultural, sexual orientation or background. Subject matter is designed to be appropriate for the ages and aptitudes of pupils, including those pupils with an EHC plan. (See SEND documentation, faculty/department handbooks and documentation). The curriculum enables all pupils to make good progress; in certain subjects at Senior Level (Maths, Languages and Science) pupils are taught in groups according to ability in order to ensure that pupils work at an appropriate pace.

Throughout the curriculum, at all ages, British values (such as tolerance, respect for the rule of law and democracy) are actively promoted in a variety of ways. This includes within subjects but also through assembly and form times and in extra-curricular events and activities. (See the school's PSRE programme for full details).

Some pupils, for health reasons or those performing at a very high level in sport, drama or music, may have a reduced curriculum. This is managed to ensure that they receive as broad an educational experience as possible.

The overarching aim of the school's curriculum and teaching is to ensure pupils leave Talbot Heath effectively prepared for the opportunities, responsibilities and experiences of life in British society.

The School's curriculum ensures pupils gain skills in the following areas:

Linguistic (literacy, speaking and listening)

Pupils' communication and language skills and increasing their command of language through listening, speaking, reading and writing, are primarily developed through the English and Modern Foreign Language curricula, although it straddles more subject areas with the younger pupils. This provides pupils with lessons in written and spoken English.

Mathematical

The Mathematics curriculum develops pupils' numeracy skills and their abilities to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

The Science curriculum increases pupils' knowledge and understanding of nature, materials and forces and develops the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological

Technological skills are developed across the curriculum and integrated into teaching and learning as part of the iPad initiative, monitored and supported by the school's E-learning manager. Dedicated curriculum time is now given to Computing in many years and the School follows the published guidelines on e-safety throughout the School.

Human and social

Geography and History lessons and Topic lessons with the younger pupils, ensure that pupils are taught about people and their environment and how human action, now and in the past, has influenced events and conditions.

Physical

The Physical Education programme is compulsory throughout the school and develops pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and helps them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health. A variety of activities is offered to pupils in order to ensure their physical development needs are fully met.

Aesthetic and creative

The pupils' experience of the processes of making, composing and inventing are primarily developed through creative play and through Music, Art, Drama and English because they call for personal, imaginative, and often practical, responses.

Personal, Social, Health and Economic Education

This is provided for students through the School's PSHEE programme which is designed to reflect the school's aims and ethos. Students are also prepared for the opportunities, responsibilities and experiences of adult life through aspects of Citizenship, taught primarily within the PSHEE, Assembly and Global Citizenship programmes. (See PSHEE handbook and scheme of work). In the Junior School this is not necessarily constrained to just the PSHE programmes but will frequently also feature in form time and within topics. Our PSHE curricula encourages respect for others and pays particular regard, at age appropriate stages, to the protected characteristics as listed in the 2010 Act. Pupils are taught to develop resilience and self-esteem through the school's PSRE curriculum which includes topics such as self-esteem, body image, health and well-being. In the Sixth Form sessions are held as part of the Extension Programme on several aspects of PSHE including mindfulness and wellbeing.

Careers Education

Appropriate careers' guidance is primarily provided through Form Tutor sessions. The Careers Coordinator meets with pupils to discuss their GCSE and A level option choice. The careers advice is delivered in an objective and impartial manner enabling pupils to make informed choices and fulfil their potential.

A programme of activities, appropriate to the needs of the Sixth Form pupils, including careers and University Entrance guidance, is delivered through the Extension Programme. (See Sixth Form Extension Programme, Extended Project, Options Booklet, Programme of Sporting Activities).

Interdisciplinary

In line with the School "Vision" for the future, alongside the development of the Hub Project, we are creating a whole school interdisciplinary plan which identifies key skills, content and tasks. This will facilitate students to decompartmentalise learning and enable them to develop team-working skills, critical and creative thinking skills. This will help to develop qualities, including resilience, adaptability and a sense of physical, emotional and mental well-being. The content will include design thinking, material science, digital design and ethics. Sessions will be delivered within lesson time but, also, by holding themed days and activities.

Pupils' Learning and Progress

Departmental schemes of work and guidance in Department Handbooks are designed so that all students (including those with special educational needs or learning difficulties, those for whom English is an additional language and the most able) have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded regularly through the School's reporting and assessment procedures.

Schemes of work and guidance in Faculty and Department Handbooks and documentation seek to:

- (See schemes of work, lesson observations, flight paths CAT data, PTM/PTE/PTS data, ALIS data and external examination results)

A detailed Curriculum Plan is available from the Assistant Head (Curriculum and Progress) and an overview for 2022-23 can be seen below:

Related Policies:

SEND Policy (including EAL)

Literacy Policy (Senior and Junior)

Numeracy Policy (Senior School) and Mathematics Policy (Pre-prep/Junior)

ICT, Mobile Equipment and eSafety- Whole School Policy

Assessment Policy