



Curriculum Policy

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The aims and underlying principles of the Curriculum

The curriculum at Hornsby House is designed to provide for all students, in a safe and secure environment conducive to learning, the opportunities to:

- Experience a broad and balanced education, which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests. This education will be delivered through subject matter which is appropriate for their age and aptitude, including those with a statement.
- Have a full-time supervised education for pupils of compulsory school ages which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Acquire and develop knowledge, understanding and skills to enable all pupils to learn and make progress.
- Fulfil the educational requirements of those pupils who hold a statement.
- To prepare pupils for the opportunities, experiences and responsibilities to enable them to progress with confidence to the next stage of their life.
- To provide an education through a process which encourages them to engage in lifelong learning.
- To participate as effective citizens in a multiethnic society
- To provide PSHE education which reflects the school's aims and ethos.
- To develop for themselves an active and healthy lifestyle.
- Enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- Develop the Key Skills of literacy, numeracy, speaking and listening and ICT.
- Develop co-operative and interpersonal skills.
- Acquire the study skills necessary to realise their learning potential and aid them in the preparation for secondary transfer and to help put down foundations for adult life.
- Become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the curriculum at Hornsby House there is an understanding that:

- All students are entitled to, and should be offered, a comparable range of educational opportunities including those with Special Educational Needs and those on the Gifted and Talented register.
- There are differences in the abilities, aptitudes, interests and other characteristics of students that need to be catered for.
- The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.

- ❑ *Extra-curricular activities, such as school productions, fund raising activities, school teams, visits and residential trips.*
- ❑ *There is a statutory obligation to meet the requirements of the National Curriculum*

The Early Years Foundation Stage

The EYFS follows the six areas of Learning and Development which are: Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; and Creative Development.

French is introduced from Reception

Lower School Curriculum

All subjects except Mathematics and English are taught as form groups

Mathematics & English are also taught in form groups throughout the Lower and Upper School, but with support or extension groups being taken out as appropriate and taught separately.

The Upper School Curriculum

All subjects except Mathematics and English are taught as form groups

Mathematics: *This is taught in ability groups across the key stage, with a Numeracy lesson of fifty minutes every day.*

English: *Taught in form groups throughout the Key Stage, but with support or extension groups being taken out as appropriate and taught separately. There is a literacy lesson of fifty minutes every day.*

Subject Allocations for all subjects and year groups are shown on the following page:

Table of lessons taught per week per class 2009-10

Information taken from file [Web1/Main/Staff/policies/Non academic/Curriculum Timetable – subject hours per class.xls](#)

	Eng	Maths	Sci	ICT	DT	Art	Music	Hist	Geog	PE	Games	Swim	RE	Fre	PSHE	VR	Lib	Form	OP	Total
1O	5	5	2	1	2	2	1	1	1	1	1	2	1	1	1		1	1	1	30
1P	5	5	2	1	2	2	1	1	1	1	1	2	1	1	1		1	1	1	30
1V	5	5	2	1	2	2	1	1	1	1	1	2	1	1	1		1	1	1	30
2G	5	5	2	1	2	2	2	1	1	1	2	2	1	1	1		1			30
2K	5	5	2	1	2	2	2	1	1	1	2	2	1	1	1		1			30
2W	5	5	2	1	2	2	2	1	1	1	2	2	1	1	1		1			30
3B	6	5	2	1	2	1	2	1	1	1	2	2	1	2	1					30
3D	6	5	2	1	2	1	2	1	1	1	2	2	1	2	1					30
3N	6	5	2	1	2	1	2	1	1	1	2	2	1	2	1					30
4B	6	5	3	1	1	2	2	1	1	2	2		1	2	1					30
4F	6	5	3	1	1	2	2	1	1	2	2		1	2	1					30
4R	6	5	3	1	1	2	2	1	1	2	2		1	2	1					30
5C	5	5	3	1	2	1	2	1	1	2	2		1	1	1	1	1			30
5H	5	5	3	1	2	1	2	1	1	2	2		1	1	1	1	1			30
5P	5	5	3	1	2	1	2	1	1	2	2		1	1	1	1	1			30
6P	5	5	3	1	1	2	2	1	1	2	2		1	1	1	1	1			30
6R	5	5	3	1	1	2	2	1	1	2	2		1	1	1	1	1			30
6T	5	5	3	1	1	2	2	1	1	2	2		1	1	1	1	1			30
	PSED	CLL	PS	RN	KUW	PD	CD	French												
RG	5	5	2	5	4	4	4	1												30
RB	5	5	2	5	4	4	4	1												30
RY	5	5	2	5	4	4	4	1												30

PSED Personal, Social and Emotional Development
PS Problem Solving
CD Creative Development
PD Physical Development

CLL Communication, Language and Literacy
RN Reasoning and Numeracy
KUW Knowledge and Understanding of the World