



SHERFIELD
SCHOOL

Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

Created	July 2015
Date Reviewed	October 2024
Annual review	September 2025
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Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about the policy's requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national agenda, our subject coordinators and heads of department are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Subject coordinators and heads of department take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the higher education institutions to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and in line with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and they need specialist teaching to develop appropriate fluency, parents will be advised of the support the school can provide and a support plan put in place.

The school provides full-time supervised education for pupils between the ages of 3 months to 18 years old. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, which is appropriate for their ages and aptitudes. At each level, it provides opportunities, responsibilities, and experiences in preparation for the next stage of their education and adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils understand how to stay safe, build positive and healthy relationships and promote the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high, and we aim to provide them with everything they need to succeed. It is our aim for each child in our school to develop the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in

preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE, RSHE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level, prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives,
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning,
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways,
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporate innovation as appropriate,
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy,
- Uses technology effectively in supporting teaching and learning and gives pupils the opportunity to present work in personalised ways,
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding,
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life,
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation),
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers,
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum.

Curriculum

Foundation Stage (Age 3 months - 5 years)

Pupils have a broad programme of study based on the revised EYFS Framework, statutory from September 2021, which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development: Communication and Language, Physical Development and Personal Social and Emotional Development,

- Four specific areas of learning that build on the prime areas are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

Within these, the EYFS setting works to ensure that.

- Children develop the characteristics of effective learning, Playing and Exploring Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child-initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French and physical education.

Our Nursery (3 months to Pre-Reception) follows the EYFS Framework (January 2024), and we place an emphasis on helping each child develop their academic, physical and social skills. All Nursery and Pre-Reception children have a key person to help them settle in and liaise with parents.

Themes are planned to include the following areas of learning as per the seven areas of the EYFS:

- personal, social and emotional development: supporting children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities;
- physical development: providing opportunities for young children to be active and interactive, developing their coordination, balance, control, and movement; understanding the importance of physical activity and making healthy choices in relation to food;
- communication and language; providing access to a wide range of reading materials – books, poems, and other written materials; providing opportunities for children to speak and listen in a range of situations, such as using action rhymes and songs to develop their confidence and skills in expressing themselves; encouraging and supporting children to read and write with confidence; and using the outdoor area for inspirational ideas for taking communication and language beyond the setting
- literacy: providing children with the support to lay the foundations for later reading skills; having fun with books and stories by creating their own journals, diaries or mini-books; building a wide vocabulary through reading and writing
- mathematics: providing children with opportunities to explore, solve problems and apply their knowledge; to practise and improve their skills in counting and calculating practically using addition/subtraction; multiplication/division; shape, space and measure including time and money;
- understanding the world: guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment;
- expressive arts and design: supporting children to explore, play and make things using a wide range of media and materials, providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, performance and design and technology.

Key Stages One, Two and Three

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively, with emphasis being placed on personal development.

Pupils learn the following subjects:

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- Academic - English, mathematics, science,
- Linguistic - French, Latin, Spanish
- Human and Social - history, geography, religious education
- Aesthetic and creative education - art, music, dance, drama
- Life Skills - general studies, personal education and personal, social, health and citizenship education
- Philosophy for Children, Critical thinking and Study Skills
- Physical - Individual and Team Sports, Gymnastics, Clubs
- Technological - Computing, Coding, Computational Thinking, Information Technology, digital literacy and Design and technology

Some subjects are taught by specialist teachers. Pupils are provided with a stimulating range of extra-curricular activities which cater to all academic, creative and sporting interests. Regular sports activities are also enjoyed by pupils as part of the curriculum.

The strength of our pastoral care and house systems develops pupils who are courteous and kind in their conduct and we encourage pupils to develop their leadership skills by providing these opportunities throughout the curriculum.

Key Stage Four

At Key Stage 4, pupils are provided with a broad and engaging curriculum leading to GCSE qualifications usually sat at the end of year 11.

English Language, English Literature, Mathematics, and Science (separate, 3 GCSEs or combined, 2 GCSEs) are compulsory. Pupils then select four choices from a suite of optional subjects in year 8 to study from year 9 to 11. This programme of study usually leads to 9 or 10 GCSEs.

Post-16 Study

Advanced Level (A-Level) qualifications are typically studied over a two-year period after the successful completion of GCSEs. Studying A-Levels allows students to select three or four subjects in which they have a particular interest and which may be relevant to future career plans. Courses available at Sherfield School range from traditional academic subjects to more practical subjects.

Blended pathways (a combination of A Level and BTEC qualifications) are available to those students who require a wider range of studies to meet their future needs. BTEC qualifications offer the equivalent academic weighting of traditional A-Levels and are highly regarded by universities, apprenticeship providers and employers. BTEC courses tend to be more vocational. BTEC courses are ideal for students who prefer ongoing assessment as the final grade is mainly determined by achievement in assignments, which are completed throughout the course.

Subjects offered at Sherfield School.

Study Programmes

Pupils benefit from our broad curriculum and tailored study options, including:			
GCSE (compulsory)			
English Language	English Literature	Mathematics	Science (separate or combined)
GCSE (optional)			
Art Citizenship Computer Science Classical Civilisation	Design Technology Drama Economics French	Food & Nutrition Geography History Music	Physical Education Psychology Religious Studies Spanish
A Level			
Art & Design Biology Chemistry Computer Science Design Technology Product Design	Drama Economics French Further Mathematics Geography	Government & Politics History Mathematics Music Photography	Physical Education Physics Psychology Sociology Spanish English Literature Extended Project Qualification
BTEC			
Business	Music Technology	Performing Arts	Sport

Enrichment

The Enrichment Programme, for Years 3 to 13, forms part of the curriculum plan and sits within the timetabled day. The Ad Vitam Paramus Diploma gives pupils the opportunity to self-select what they have learned to develop new, practical skills, volunteer in the community, or gain further accreditation. The programme is designed to broaden and deepen the curriculum and develop higher-order thinking, such as greater problem-solving skills, creativity, critical thinking and people management.

In addition, the following are offered across the age range:

EAL Support			
EAL support is provided for non-native English speakers. Individual and additional support will be discussed directly with parents.			
Sports			
Athletics Badminton Basketball Cricket	Dance/Ballet Football Golf	Gymnastics Hockey Netball	Rounders Rugby Swimming Tennis
Music			
Individual and group music lessons are offered.			
Bassoon Clarinet Flute Oboe Recorder	Cello Double Bass Guitar (Acoustic, Bass, Electric) Viola	Violin Trombone Trumpet/Cornet Tuba French Horn	Tenor Horn Percussion Harp Piano Singing
Clubs & Activities			
A varied programme of co-curricular activities is offered.			
Duke of Edinburgh's Award Construction	Drama Theatre Technology	Cooking Hockey	

Origami	Choir Debating	Chess Mindfulness
Enrichment Activities in areas away from the classroom are offered to enhance pupils' life skills and employability (this list may be adjusted due to factors such as teacher availability and external agencies)		
ACCREDITATION Gardening LAMDA BSL CREST Awards Sports Leaders	VOLUNTEERING Supporting at the Applewood care home and Gordon Brown Centre Junior Rotary Community Arts Wings of Hope Accredited Award	PRACTICAL Green Power Eco Award First Aid Geo-caching Safecracking Robotics Model UN

Equal Opportunities and Safeguarding:

The curriculum at Sherfield School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversee this.

Additionally, our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum, particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) are provided as appropriate for the pupils' ages and stages of development and are in line with statutory guidance, effective September 2020 and implemented in Summer 2021. The principles underpinning our PSHCEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by the development of personal attributes, including kindness, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE are a mandatory part of the school curriculum from September 2020 (delayed until Summer 2021), and the school **has consulted with parents during the devising of its curriculum in these areas (15)**, ensuring that this program

complements but does not duplicate content covered in other subjects in the curriculum (e.g. citizenship, science, computing and PE). (Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019

Pupil Progress and Assessment:

Regular formative assessment and discussion with pupils enable our pupils to have visibility over their learning and progress; colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Standardised testing carried out each year enables benchmarking of pupils' attainment and progress against national standards.

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence-based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Sherfield, we complete this half-term so that teachers can create actions from their analysis to maximise pupil learning and outcomes for the following term.

Quality Assurance – classroom planning and impact are quality assured internally by the senior leadership team through regular learning looks, book scrutinies and discussions with pupils both on a formal level (usually groups with the Head and Deputy Head) and informal discussions in the classroom during learning looks so that pupils have an opportunity to voice any concerns, share examples of great practice and speak openly about their understanding of where they are in their learning journey. Sherfield School promotes an open-door policy whereby pupils feel comfortable sharing their views with teachers and the senior team. External quality assurance is provided by our central education committee through governance.

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school, any individual data must be anonymised and referenced in the Assessment Policy.

Sherfield School reports on four key areas of learning: Potential, Attainment, Progress and Attitudes (PAPA).

- Potential is a measure of a child's aptitude for acquiring and using new skills and knowledge and is given as a target grade set from national, standardised baseline assessments.
- Attainment is the achievement of skills and knowledge to a level of depth and competency within the teaching framework. Attainment is reported as a value against the child's Potential
- Progress is the rate at which a pupil develops the depth of skills and knowledge needed to successfully achieve curriculum goals against prior performance. Progress is reported as a judgement with a short written comment to guide the next steps in the child's learning.
- Attitude is a pupil's response to their perceptions of school and learning experience. Attitudes have a profound impact on how well a child achieves in lessons and overtime at school. Attitude is a measure of a child's engagement, independence, and

response to challenges. It is reported as excellent, good, satisfactory, or requires improvement.

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress, they may be referred to the school's SENCO for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school, there will be no additional costs for support. Where intervention from an outside resource is deemed most appropriate, the cost of these services will be the responsibility of the parent.

In EYFS, the school will assess according to the statutory Early Years Profile and the 2 Years olds progress check (registered settings only). Results of the Early Years Profile are provided to parents and Hampshire Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have the opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through all key stages. Where a pupil has English as an additional language, and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, in addition to being advised of the support the school can provide. Where needed, we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Careers Information Provision

We aim to provide children with guidance and support for either their next stage in education or their future careers. This is relevant for the year group and can also be delivered through the following;

- Parent workshops and guidance on the UCAS process and University selection.
- Guidance on GCSE options
- Careers advice and guidance as part of the tutoring programme and PSHCEE
- Career aptitude/profiling testing programme
- Parents and guest speakers talking about their careers
- Ongoing support for the UCAS process.
- Access to the online platform (Unifrog) offering university and career guidance
- Careers fair
- Support to attend University open days

Further Information:

Further detailed information on the subjects taught in each year group can be found in the Parent Handbook, which is available for download from the school website, or a copy may be requested from the school office.

(13) Appendix 1: Exemplar of Curriculum Objectives Junior Prep

We believe that the key to successful learning starts with developing strong oracy, comprehension and written expression from an early age; therefore, we want our pupils to be immersed in a curriculum that is literature-rich and centred around building core transferable skills that equip them in developing key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

Our interconnected approach to the curriculum means that where subjects are naturally able to be linked by a common theme, we teach these during the same term so that pupils can see the relevance between them whilst maintaining discrete subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian. We want our pupils to be excited about their learning from the moment they begin a new theme or topic, so each new theme will be defined by our Sparkling Start approach, which aims to pique their curiosity and desire to learn more about it; they may go on trips, have a workshop in school or a specific activity, in the end, there will be a Phenomenal Finish that will be shared with parents in a variety of ways. Phenomenal finish - gives their learning meaning, and they work towards a purposeful ending.

Maths is taught as a stand-alone subject, although the application of skills to real-life contexts will be practised by making links, where relevant, to other areas of the curriculum and our themes.

Lessons are planned to provide a breadth and balance of learning through practical, investigative and written activities. By encouraging the children to apply their learning across different contexts, we are able to extend their understanding and deepen their core skills.

Junior Prep Curriculum					
Key Aspects of Learning	<p><u>Core Skills</u></p> <p>Independence Critical thinking Logical thinking Reasoning Leadership Creativity Communication Adaptability</p>	<p><u>Immersive and Experiential</u></p> <p>Rich text centred</p> <p>Piques curiosity with a sparkling start</p>	<p><u>Breadth of Curriculum</u></p> <p>English language Reading Comprehension Creative Writing Writing for a purpose Maths Science Humanities The Arts</p>	<p><u>Characteristics</u></p> <p>Curiosity Self-challenging, risk-takers Reflective Collaborative Imaginative Integrity</p>	<p><u>Information, Media and Technology</u></p> <p>Communication (G suite and Chromebooks) Computational thinking Computer science E-safety</p>

	Resilience	Provides a purpose and context for learning Is relevant and significant Builds knowledge and skills to create a phenomenal finish	Technology Language/culture PSHCE RSE		
Opportunities our curriculum provides	Breadth and Balance in Learning Excitement and engagement Challenge and Ownership Development of oracy, comprehension and writing skills Mastery Approach in Maths Practical and physical experience Application of learning to different contexts				
Relationships	Self-awareness, relationships with others, global relationships, and cultural diversity				
Experiences outside of the classroom	Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links; Educational trips; Visiting speakers/workshops				