



MANOR HOUSE SCHOOL CURRICULUM POLICY INCL EYFS

Date of Issue: **October 2021**

Date of Review: **October 2024**

Responsibility: **Deputy Headteacher**

References:

Independent School Standards (2019);

The Independent School Standards: advice for independent schools (March 2018)

INTRODUCTION

Manor House aims to provide all its pupils with a curriculum that is broad, balanced, coherent and relevant. We intend to maintain high educational standards in all academic activities at levels appropriate to the age, academic ability and needs of each pupil.

Our school motto, 'an individual approach to academic success', is brought to life through our curriculum which aims to develop happy young women who believe in their abilities and achieve their personal best. Our curriculum also supports the school's seven core values of:

- A love of learning
- Academic excellence
- Unforgettable experiences
- Individual challenge
- Happy and healthy
- Creative and collaborative
- Future leaders

Our broad curriculum will expose all pupils to different elements of learning (knowledge, concepts, skills, attitudes) as well as different areas of learning experience (creative, cultural, linguistic, literary, mathematical, moral, physical,

scientific, social, spiritual, and technological). Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The balanced curriculum will ensure that all areas of learning experience are given appropriate time and attention in relation to other areas and to the curriculum as a whole.

Manor House provides an enriched programme of study broadly following, but not constrained by, the curriculum of the Early Years Foundation Stage, and of the National Curriculum at Key Stages 1, 2 and 3.

The academic curriculum is complemented by wide-ranging extra-curricular activity that is encouraged throughout the Prep and Senior Departments and by a programme for pupils' personal, social and health education appropriate to their age.

As part of their PSHE programme senior girls will receive preparation and guidance on their choices for further study and careers as well as the experiences and responsibilities for adult life.

The curriculum and the way in which it is delivered will recognise the differences between pupils and will endeavour to balance challenge with likelihood of success. It will be appropriate to the age and previous experience of the pupils at each stage of their development.

ACADEMIC TIMETABLE

Early Years

Nursery and Kindergarten girls and boys may attend a flexible combination of morning sessions from 8.00am to 12.30am or whole day sessions from 8.00am to 3.30pm.

Throughout Early Years and into KS1 and KS2, Performing Arts, Music, Physical Education and Languages are taught by subject specialists who generally also teach in Seniors.

Reception shares the same timetable structure as Year 1 and 2, with four 55 minute and two 30 minute lessons.

KS2 has 5 periods a day of 55 minutes and a 30 minute period 6 each from Monday to Friday.

The Senior Department has 6 periods a day of 55 minutes each from Monday to Friday. The school day starts at 8.30am and finishes at 4.00pm

ASSESSMENT, RECORDING AND REPORTING

In the Early Years Foundation Stage, assessment is usually through observation and teacher assessment. The online assessment platform, Tapestry, is used to record evidence of individual and group assessments of the children. These are shared with parents on a weekly basis. Records are kept as part of the comprehensive Learning Journeys, which are kept for each individual child. These are always available for parents to look at if requested. Progress is reported to parents at parent consultation evenings and in written reports issued twice a year. At the end of Reception, Early Years Profiles are submitted to Surrey County Council.

In the Prep Department written reports are issued twice each year, including at the end of the school year.

In the Senior Departments Interim Progress Reports are issued at least 3 times a year with 2 further Full Progress Reports.

Students in Year 11 sit trial GCSE examinations during December and Pre Public Exams in core subjects in March. All Senior pupils sit end of year examinations in the Summer Term. Tests are set at appropriate times throughout the school year.

The Prep Department administers Baseline and CAT testing in the Autumn term, and Progress Tests in English and Maths in the Summer term. MiDYiS tests are carried out during the Autumn term of Year 7. These baseline tests give us information related to GCSE subjects that again enables us to track individual girl's progress throughout the Senior Department.

Parents of all girls, including those in the EYFS, are encouraged to contact their daughter's teacher or Head of Key Stage if they have any concerns.

CURRICULUM DEVELOPMENT

In support of the ongoing School Development Plan, the following initiatives have been pursued over the last five years:

- Effective use of ICT across all departments
- More use is being made of baseline data
- Pupil tracking systems are in place and developing as necessary
- Target setting is being used effectively

- A review of Modern Language provision in the Junior and Senior Departments has been carried out
- Reviews of PE, PHSRE and ICT provision in Years 10 and 11 have been undertaken
- All Prep Department schemes of work have been amended following the introduction of the revised National Curriculum in September 2014. Schemes of work in KS3 have also been amended and amendments are being implemented in KS4 as reformed GCSEs are introduced.
- Study Skills courses are provided for Years 7, selected year 8, 10, and 11
- The revised EYFS curriculum has been implemented from September 2012.
- AS or A levels are available for individual pupils who take GCSE early or who require additional challenge.

CURRICULUM PLANNING AND ORGANISATION

The Senior Leadership Team coordinates curriculum planning. There are weekly meetings in the Prep Department. In the Senior Department, Heads of Department meet every half term.

ACADEMIC ADVANCEMENT

Form teachers and subject teachers are responsible for identifying pupils with particular learning needs and for taking appropriate action as set out in the Special Educational Needs Policy.

The Head of Academic Advancement liaises with the Heads of Key Stage and Form and Subject teachers and keeps up-to-date records.

Pupils may be withdrawn from timetabled lessons for learning support. This usually consists of one or two 55 minute sessions per week; it may also take the form of a small group session. Parents are usually expected to pay for this support.

Simon Hillier, Deputy Headteacher
Reviewed and updated October 2021

This policy should be read in conjunction with:
Feedback, Marking and Assessment Policy
Teaching and Learning Policy
Appraisal arrangements