

Perrott Hill Curriculum Policy



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

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

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

Perrott Hill Curriculum Policy



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 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

Perrott Hill Curriculum Policy



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 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 to Eight have five afternoon games sessions (each 1 hour in length) each week.
- ❖ In the Pre Prep, children engage in Forest Schools activities one afternoon per week.
- ❖ Pupils have the opportunity to experience a vast array of additional games and activities which allow them to further develop their interests and skills, e.g., badminton, tennis, archery, fencing, 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 subjects taught at Perrott Hill can contribute to the aesthetic and creative talents within the individual. However, through the teaching of Art, Design 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 an area that is dealt with via our Year group plays. There is the opportunity for every child in the school to be part of a production during the year.
- ❖ 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. 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.

Personal Development

Perrott Hill Curriculum Policy



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. Tutor time takes place each morning and, generally, form tutors will supervise their tutees doing their prep each evening, so they can monitor their work and discuss issues if, and when, they arise.

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

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.

Study skills are taught to children in Years 5 to 8 in a weekly session 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 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 is 18 pupils, though the average size of each teaching group is more likely to be much less.

Setting & Streaming

Perrott Hill Curriculum Policy



- ❖ Year groups are streamed on ability from Year 5, 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 Years Two to Four, classes are mixed ability and great care is taken to ensure that the groups are well balanced.

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: 6 days: 6 hours 30 minutes of supervised teaching / prep time per day.

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 and RE. 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 Four, the children will be taught the majority of subjects by their form teacher but, from Year 5, specialist teachers deliver the curriculum. Heads of Department in the Prep school liaise closely with all teachers who teach their subject to promote continuity through the different stages.

Special Needs

- ❖ In terms of content and organisation the curriculum takes account of the needs of those pupils requiring special provision. Please refer to our Learning Support Policy.

Perrott Hill Curriculum Policy



'Able, Gifted and Talented'

At Perrott Hill we firmly believe that all children are gifted and talented in at least one (and often more than one) area; in a small school, with the added advantage of a high 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 Able, Gifted and Talented list. The curriculum takes account of the needs of those pupils considered 'able, gifted and talented', 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.
- ❖ NFER 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.