



THORPE HOUSE SCHOOL

AN INDEPENDENT SCHOOL FOR BOYS

Curriculum Policy

1. Introduction

Thorpe House caters for boys across the ability spectrum and has always taken the view that our duty is to cater for more than just academic learning. Therefore the curriculum is all the planned activities that we organise in order to promote, learning and personal growth and development. It includes not only academic studies, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the boys. It also includes the 'hidden curriculum', or the ways in which boys learn from their daily interactions and the transmission of norms, values and beliefs conveyed in the classroom and the social environment. We aim to teach boys how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Values

Our school curriculum is underpinned by our statement of ethos and values. The curriculum is the means by which the school achieves its objective of educating boys in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

3. Aims and Objectives

The aims of our school curriculum are:

- to enable all boys to learn and develop their skills to the best of their ability, including those with a variety of different special educational needs;
- to promote a positive attitude towards learning, so that boys enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach boys the basic skills of literacy, numeracy and computing;
- to enable boys to be creative and to develop their own thinking;
- to teach boys about their developing world, including how their environment and society have changed over time;
- to help boys understand Britain's cultural heritage and the intrinsic values associated with being British;
- to enable boys to be positive citizens in British society;
- to fulfil all the requirements of the National Curriculum, and prepare boys for internal and external examinations;
- to teach boys to have an awareness of their own spiritual development, and to understand right from wrong;
- to help boys understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

- to enable boys to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to provide careers advice for older pupils so they make informed choices of GCSE subjects and their next destination post 16.

4. Organisation and Planning

- 4.1 We plan our academic curriculum in three phases. Each department has a scheme of work that outlines what topics are to be taught in each term, and to which groups of boys. We review these long-term plans on an annual basis. There are medium-term plans, which detail the learning objectives and teaching strategies that will be used when teaching each topic. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.2 In Years 3 and 4 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and those listed in 4.2 and planned progression in all curriculum areas.

5. Setting

- 5.1 At Thorpe House we endeavour to provide the appropriate scaffolds so all boys can reach their own academic potential. In the classroom teachers differentiate via activities set, questions asked and support given to ensure that boys receive the appropriate level of challenge. From Year 3 onwards we also set in certain subjects so we can continue to extend and challenge within similar ability groups.
- 5.2 We set for the following subjects at Thorpe House School:
- Year 3 – 6: Boys are set for English and mathematics;
 - Year 7 – 9: Boys are set for English, mathematics, the 3 science and languages;
 - Year 10 – 11: Boys are set for English, mathematics and biology. They are placed in their option groups for all other GCSE subjects (art, chemistry, computing, drama, DT, French, geography, history, Latin, music, PE, physics, RS and Spanish);

6. Curriculum Subjects and Allocated Teaching Time

Curriculum time is allocated as follows, with an increasing focus on specialist subject teaching as children progress up the school (*specialist teaching is indicated by those subjects highlighted in green, GCSE optional subjects are highlighted in blue*). Unless otherwise stated, the number of lessons represents the weekly allocation; each lesson is 40 minutes long. This is the minimum time spent on each subject; in reality, cross-curricular teaching often means that certain subjects are given more time than this, for example by using computing skills in IT. PSHEE refers to timetabled lessons, although PSHEE, SMSC and British values are woven into many aspects of the school day. Detail of content and teaching in each subject is covered in more depth in separate subject handbooks.

1 lesson = 40 minutes

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
EYFS Goals	32											
English		6	6	6	6	6	6	5	5	5	6	6
Maths		5	5	5	5	5	5	5	5	5	5	5
Science		3	3	3	3	3	4					
Biology								2	2	2	4	4
Chemistry								2	2	2	4	4
Physics								2	2	2	4	4
French	1	1	1	1	1	2	2	2	2	2	4	4
Spanish		1	1	1	1	2	2	2	2	2	4	4
Latin						1	1	2	2	2	4	4
History		2	2	2	2	2	2	2	2	2	4	4
Geography		2	2	2	2	2	2	2	2	2	4	4
RS		1	1	1	1	1	1	1	1	1	4	4
PSHEE		1	1	1	1	1	1	1	1	1	1	1
GS						1						
PE		1	1	1	1	1	1	1	1	1	0	0
Games		3	3	5	5	5	5	5	5	5	3	3
PE-GCSE											4	4
ICT - GCSE											4	4
ICT		1	1	2	2	2	2	2	2	2		
ART		2	2	2	2	2	2	2	2	2	4	4
Drama		1	1	1	1	1	1	2	2	2	4	4
DT		1	1	1	1	1	1	2	2	2	4	4
Music	2	2	2	2	2	2	2	2	2	2	4	4
Form		2	2	4	4			1	1	1		
Total	35	35	35	40	40	40	40	45	45	45	75	75

6. British Values and Preparation for Life in British Society

Wherever possible, the curriculum at Thorpe House aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty.

Beyond timetabled lessons, boys are given many opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future. Such opportunities include (but are not limited to):

- Trips to Houses of Parliament, Buckingham Palace, the Battlefields, Auschwitz and places of religious worship
- School council as an introduction to voting, democracy and government
- Prefect roles in Year 6 and Year 11, House Captains in Year 2, 6 and 11 to provide them with areas of responsibility and develop their understanding of the rule of law
- Visits from the local police, fire and ambulance service and a range of guest speakers

7. Boy-Centred Learning

7.1 Thorpe House is a single sex school for boys and we very much believe in providing a curriculum and learning opportunities which are centred on the way in which boys learn

best. It is an expectation of all teaching staff at Thorpe House School that they provide a curriculum which inspires the boys, promotes engagement and the desire to learn.

7.2 Beyond the boy-centred opportunities that are part of the everyday curriculum, members of staff also actively looks for opportunities to enrich the curriculum with themed days and extra-curricular activities and trips; such opportunities include (but are not limited to):

- Dangerous Week for Boys:- engaging learners through activities which involve risk in one form or the other;
- Pirate and Super Heroes Day:- engaging boys through themed topics (Pre-Prep);
- Arsenal/Thorpe House Double Club:- engaging boys with Spanish through football (Prep);
- Year 6 residential trip to Bude:- outdoor adventurous activities (Prep);
- Darts, skiing, remote control car, Lego and Trading Card Club (Prep and seniors);
- Forest School:- engaging boys through the outdoor environment (Pre-Prep);

8. Boys with Specific Difficulties

8.1 The curriculum in our school is designed to provide access and opportunity for all boys who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual boys, then we do so only after the parents of the child have been consulted.

8.2 If a child has a difficulties of any kind, including EAL or a specific learning difficulty such as dyslexia, our school does all it can to meet his individual needs. If a child displays signs of having learning difficulties, his teacher makes an assessment of this need and then informs the Head of Learning Support. In many instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe we involve our Head of Learning Support further who then contacts and speaks to parents about providing further assistance outside the classroom. Where necessary we advise parents to obtain a formal Educational Psychologist's report. Brief details of the nature of the learning difficulty are put onto the register and an IEP is put into place.

8.3 The school provides an Individual Educational Plan (IEP) for each of the boys on the Learning Support Register who receive additional support. This sets out the nature of the difficulty, and outlines how the school will support them. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

8.4 If the special needs of a pupil are extensive we will hold a discussion with parents as to whether the school is the best place to provide for the boy's needs. If after that discussion the decision is to keep the boy at the school the school and parents will jointly look into applying for an EHC (educational health and care) plan for the boy in order to access any additional support that might be available for him. If a boy is provided with an EHC plan, the school will conduct annual reviews as required by the County Council as well as maintaining an IEP for the boy.

9. The role of the Head of Department

9.1 The role of the Head of Department is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- ensure all SOW are reviewed, updated, placed on the staff drive and monitored;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- write and regularly update the departmental handbook
- hold regular departmental meetings;
- provide opportunities for observation of lessons between members of the department.

9.2 It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews the curriculum plans for his/her subject, ensures that there is full coverage of the National Curriculum, the Common Entrance syllabus and a suitable GCSE syllabus as chosen by him or herself, and that progression is planned into schemes of work. The Head of Department also keeps a departmental handbook in which all departmental documentation is kept alongside examples of boys' work, which show expectations of attainment.

10. Monitoring and Review

10.1 The Governing Body is responsible for monitoring the way the school's curriculum is implemented. The Education Committee liaises with the Headmaster and Senior teachers to set the statement of aims and values of the school, and to review the success of the school in delivering those aims.

10.2 The Curriculum Coordinator is responsible for the day-to-day organisation of the curriculum. He/she collects the planning documents of each department and checks that all classes are taught the full requirements of the relevant curriculum for their age. He/she also ensures that Heads of Department keep other departmental documentation up-to-date. He/she reports any problems or difficulties in this area to the Headmaster who has the ultimate responsibility for the Curriculum.

10.3 Heads of Department monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Heads of Departments also have responsibility for monitoring the way in which resources are stored and managed.

February 2004

Reviewed: Feb 2007

Reviewed Sept 2009

Reviewed Oct 2010

Reviewed Oct 2012
Reviewed Oct 2014
Reviewed March 2015
Reviewed October 2016
Reviewed October 2017
Reviewed October 2018

Review October 2019

Signed: _____ **Headmaster**

Signed _____ **Chairman of Governors**