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1. Statement of Policy

- 1.1 Our school aims to provide educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential by encouraging pupils to be self-confident, self-motivated and self-disciplined within a safe, nurturing and caring community ensuring they progress to their chosen senior schools as successful individuals.
- 1.2 This policy relates to our Early Years Foundation Stage and wrap around care, and should be read in conjunction with the following policies:
 - Teaching and learning policy
 - Assessment Policy
 - Marking and Feedback policy
 - SEND policy
 - ESOL policy
 - Co-curricular policy
 - Gifted and Talented policy

2. Curriculum Statement

2.1 Windlesham House School provides a broad and balanced academic curriculum set in the context of a vibrant range of co-curricular activities and opportunities, and pastoral guidance, for pupils to develop their personal qualities. We aim to develop children's creativity, aspiration, independent thinking, curiosity, self-motivation, confidence, discernment and global and local responsibility.

2.2 Our school curriculum is underpinned by the school aims. The curriculum is the means by which the school achieves its aims of providing educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential.

2.3 These are the whole school aims, upon which we have based our curriculum:

- Providing educational excellence through the provision of effective and inspiring teaching, encouraging enthusiasm for learning and enabling each pupil to achieve their potential;
- Encouraging pupils to be self-confident, self-motivated and self-disciplined within a safe, nurturing and caring community ensuring they progress to their chosen senior schools as successful individuals.
- Attracting, developing and retaining exceptional staff whose commitment to the children is transformational whilst also continually seeking opportunities to grow and develop through the investment in first class facilities and resources.
- Sustaining a supportive, kind and happy environment where the individual and spiritual needs of the pupils and staff are recognised and provided for within a community that celebrates diversity;
- Communicating and collaborating closely with parents to understand their expectations and aspirations;
- Ensuring a bespoke and modern boarding environment tailored to each pupil's individual needs.

3. Curriculum Organisation

3.1 The school is organised into year groups starting with Reception, year 1 and 2 in the pre-prep. The prep school is organised into phases; Junior Prep (years 3 and 4) Middle Prep (years 5 and 6) Senior Prep (years 7 and 8)

3.2 The children in the Reception class follow the updated curriculum guidance for the foundation stage.

3.3 Four guiding principles shape all practice in the EYFS classroom:

- i. The Unique Child
- ii. Positive Relationships
- iii. Enabling Environments
- iv. Children develop and learn in different ways and at different rates.

3.4 The following seven areas of learning are important and interconnected:

- Three 'Prime' areas, critical for developing children's curiosity and enthusiasm for learning and for building their ability to learn and for relationships. The prime areas are:
 1. Communication and Language
 2. Physical Development
 3. Personal, Social and Emotional Development
 - In addition, we support the children in the following four 'Specific' areas of their development:
 4. Literacy
 5. Maths
 6. Understanding of the World
 7. Expressive Arts and Design.
- 3.5 In planning and supporting the children's development, the characteristics of effective learning are at the centre of all our practice. These are:
- Playing and exploring
 - Active learning
 - Creating and thinking critically.
- 3.6 The National Curriculum forms the basis of the teaching, but our curriculum is considerably broader.
- 3.7 Year 1 and year 2 are taught by their class teachers in mixed ability forms for core subjects, topic and humanities and by subject specialists for PE, swimming, drama, music, food technology, art and forest school.
- 3.8 Years 3 and 4 are taught core subjects and humanities in mixed ability forms by their own teacher for most of the day. They may be set for Maths. They are taught by subject specialists for Games, PE, swimming, drama, music, food technology, art and forest school.
- 3.9 In year 5, the children are taught by subject specialists and are in sets for English and Maths.
- 3.10 In year 6, the children are in sets for English, Maths and Science. In years 5 and 6 the children follow a curriculum which aims to prepare them for their final two years at Windlesham whilst attempting to give as broad and challenging an education as possible. The pupils are also prepared for the ISEB pre-tests. This actively begins in year 5 with one lesson of Study Skills and one lesson of Guided Reading each week, which continues into year 6.
- 3.11 In years 7 and 8 we use a mixture of banding and setting. In this way, the most able children are challenged and encouraged to work to the highest standard possible.
- 3.12 Years 7 and 8 follow a two-year course leading to the Common Entrance Exams set by the Independent Schools Examination Board for 13+ entry to public schools. The most able candidates may be entered for scholarship exams after consultation between the school and the parents and child.
- 3.13 Table 1 shows the number of lessons allocated per subject. Each lesson is 50 minutes long.

2.14 From year 5, the pupils choose between French and Spanish in addition to doing Latin (years 5 – 8), Classical Civilisation or Extra maths, science or English (in years 7 and 8).

2.15 Table 2 shows the lesson allocation for each year group. The Pre-Prep subjects are taught in a cross-curricular format, but an indication of subject allocation is given below.

Table 1 – Number of Lessons Allocated per Subject				
EYFS	Reception	KS1	Year 1	Year 2
Literacy (inc phonics)	5	Literacy (inc reading)	3	4
Library	1	Phonics	5	5
Maths	5	Library	1	1
Keywords	1	Maths	5	5
Handwriting	1	MFL	1	1
MFL	1	Topic inc Science	3	3
Assembly / Chapel	2	Assembly / Chapel	2	2
Drama	1	Art/DT	1	1
Music	1	Drama	1	1
ICT	1	Music	1	1
PSHE / RSHE	1	ICT	1	1
PE	1	PSHE / RSHE	1	1
Swimming	1	Handwriting/key words	1	1
Food Technology	1	Food Technology	1	1
Forest School	1	PE	2	2
Free Flow	9	Swimming	1	1
		Forest School	1	1
Total	32		31	32

Table 2 - Lesson allocation for each year group						
Year Group	Y3	Y4	Y5	Y6	Y7	Y8
English	5	5	4	4	4	4
Maths	5	5	5	5	4	4
Science	2	2	3	3	4.5	4.5
MFL	1.5	1.5	2	2	2	2
Geography	1	1	1	1	2	2
History	1	1	1	1	2	2
TPR	1	1	1	1	1	1
Latin/Classical Civ/Extra maths, English, science			1	1	3	3
Art/Food Tech	2					
DT/Art		1.5	1.5	1.5		
DT/Art/Food tech					1.5	
DT/Art/Graphics						1.5
Textiles/Food tech		1.5	1.5	1.5		
Study Skills			1	1		
Guided Reading			1	1	1	1
Drama	1	1	1	1	1	1
Music	1	1	1	1	1	1
ICT	1	1	1	1	1	1
Forest school	1.5	1.5				
PE	2	2	2	2	1	1
PSHE	1	1	1	1	1	1
Games	6	6	6	6	6	6
Library	0.5	0.5	0.5	0.5	0.5	0.5

4. Curriculum Map / Departmental overviews

4.1 Curriculum mapping is completed at departmental level by heads of department. These curriculum overviews form part of the departmental handbooks and give the teaching staff and Assistant Head Academic a comprehensive map of the whole school curriculum from Reception to year 8. Departments also have progression framework documents which allow staff to ensure the children in each year group are making expected progress against a clear criterion. Using progression frameworks ensures there is a consistent approach to the tracking and monitoring of the children across all areas of the curriculum.

5. Personal Development (RSE/PHSE)

- 5.1 Personal Development is the learning and teaching element of our safeguarding, online safety, behavioural and emotional wellbeing policies and is delivered as a timetabled lesson in the curriculum. It reflects the aims and ethos of the school and encourages respect for others, particularly with regard to the protected characteristics as listed in section 4 of the Equality Act 2010, such as age, disability, race, marriage and civil partnership, religion or belief, sex and sexual orientation. Such topics are also presented through assemblies, chapels and guest speakers.
- 5.2 A wide variety of topics are covered in a spiral curriculum enabling the children to build on their knowledge and understanding of this area of the curriculum year on year. Reception to year 6 cover the following topics: being me in my world, celebrating differences, dreams and goals, healthy me, relationships and changing me.
- 5.3 Years 7 and 8 then build on these in an age appropriate manner covering the following themes: health and wellbeing, relationships and living in the wider world. Recognising the government regulation through KCSIE, these themes are underpinned by the teaching of safeguarding, online safety and building resilience to radicalisation. Age-appropriate material is used to cover relationships and sex education, drugs awareness, alcohol and substance abuse (these topic areas also form part of the Science curriculum).

6. The wider curriculum - Co-Curricular Activities

The curriculum is supported by an extensive activities programme run between 4:45pm and 5.25pm every day. In this programme the children have opportunities to take part in a wide variety of activities that enhance the intellectual, creative, cultural and sporting development of pupils.

7. Homework (Prep)

- 7.1 Prep is introduced in the Pre Prep with pupils completing reading tasks, differentiated spelling tasks in year 1 and 2 and weekly maths activities. In addition to their reading, pupils in Reception are encouraged to work on keywords and spellings as and when developmentally appropriate.
- 7.2 All children in the prep school have prep set every weekday. Children in the junior prep department have the option to stay in school to complete their prep or take it home.
- 7.3 Prep starts at 5.30 pm and continues until supper. Year 3 and 4 have 2 lots of 10 minute preps plus reading each night and this increases by 5 to 10 minutes for each year group.
- 7.4 Children are set prep in most academic subjects once a week. On some days, they may only work on one subject, but the time can be split between two subjects. This varies between year groups and a prep timetable is published at the start of every term.
- 7.5 The aim of prep is to reinforce learning, develop independent study and/or it can serve as a tool to provide feedback to the teacher and child and is essential to the learning process. It is important that the teacher plans the setting of prep carefully and that the work is properly differentiated and realistic for the time allowed and the abilities of the children.

8. Outdoor Learning

Outdoor pursuits and activities are an inherent feature of the school life. This is reflected in the large number of opportunities to engage in activities, both indoors and outside, during both the term and holiday time, in a wide range of venues at home and abroad. Forest school is a timetabled lesson for the children from Reception to year 4 with children in years 5-8 having the opportunity for survival nights and bush craft sessions.

9. Assemblies and Chapels

Assembly occurs once a week as a whole school in addition to twice a week in Pre Prep. Assembly is a time to bring the school together, to join in prayer, offer thanks and sing together. We hold weekly chapel services led by members of the teaching staff often supported by the children linking to our pastoral theme of the week. Subjects for chapels range from taking risks and challenging oneself to remembrance and antibullying.

10. The Windlesham Challenge

- 10.1 The Windlesham Challenge for years 3 to 6 is an opportunity for pupils to work towards subject based awards in various academic and creative subjects. Awards are undertaken in four week blocks and culminate in either a Windlesham badge or a recognised external award (e.g. Blue Peter Badge, RSPB award etc.).
- 10.2 The programme will help to inspire and engage our pupils in new ways, broadening their horizons and creating opportunities, while giving a platform to learning new skills and participating in exciting activities.
- 10.3 The Windlesham Challenge will play a huge part in our commitment to nurturing and developing each child's potential whilst unearthing new passions and abilities. The Windlesham Challenge will allow pupils to develop their reading, writing, mathematical, social, physical and oral skills in a new, exciting and engaging way ensuring higher level, targeted learning without them even realising!
- 10.4 In addition, skills such as confidence, resilience, risk taking, effective communication, teamwork and leadership. Character education is an essential part of our overall provision at Windlesham and the Challenge will ensure its delivery in a gradual, enjoyable and accessible way for all pupils.
- 10.5 Additionally, the skills mentioned are all fully transferable into pupils' learning habits and their weekly lessons, and will help them achieve their potential in all spheres of school life. The Challenge programme will encompass the following four key areas: Creative Expression, The Great Outdoors, Local and Global Responsibility and Body and Mind.

11. The Windlesham Diploma

- 11.1 The Windlesham Diploma is a bespoke two-year course followed by all pupils in years 7 and 8.
- 11.2 It is unique to Windlesham and designed to equip our pupils with the skills and attributes required to flourish at their senior schools and life beyond.

- 11.3 It is studied alongside the standard ISEB 13+ curriculum and Common Entrance examinations but aims to enhance those studies by encouraging pupils to adopt the Windlesham Values throughout their learning to become accomplished, confident and resilient young people with well-developed communication and critical thinking skills.
- 11.4 Each pupil will keep a weekly journal of their studies and reflect on their development through self-evaluation. Form teachers and house parents oversee each individual pupil's progress.
- 11.5 Pupils' progress and achievement is recognised through a system of continuous assessment and at the end of the two years, each pupil is awarded the Windlesham Diploma at either pass, merit or distinction to recognise their personal development and achievement.
- 11.6 Content and Modules: The Windlesham Diploma will cover four areas of study:
- Leadership and Team Spirit
 - Personal Development and Life Skills (incl. entrepreneurship)
 - Community Responsibility
 - Outdoor Education.

12. Guidance for future schools and impartial careers guidance

Children are prepared extensively for entry to their senior schools by use of interview practice and CV writing. Outside speakers give impartial lectures on their different careers and what steps might be taken towards taking them up. Additionally, parents are invited to talk impartially about their particular careers as part of our 'Knowledge Night' programme. Further details can be found in our careers guidance policy.

13. Waves of intervention (Please also refer to the SEND policy)

- 13.1 If necessary, the information of an individual child who is not accessing the curriculum and performing as expected, is passed on to the Head of LED (Learning Enrichment Department) for any appropriate intervention and support. We use the following waves of intervention to ensure that all children's needs are catered for.
- 13.2 Wave 1: Class teacher is aware of drop/increase in CAT score. This is noted in planning and teachers consider this when marking formative and summative assessments in class.
- 13.3 Wave 2: Short term intervention. SMART targets for improvement. Clinics for the more able and those who are still not meeting targets. Booster sessions.
- 13.4 Wave 3: Long term intervention. Ask Head of LED and/or DHA (Deputy Head, Academic) to observe the child in your lesson. Then a plan will be put in place and/or a referral to the LED department.
- 13.5 Wave 4: Personalised / Individualised Learning Long term interventions (available for children who are receiving support from external specialists and who may have a statement of special educational needs or be under assessment or may have an EHCP.
- 13.6 Termly class profile documents are created detailing the learning needs of the children in each class; any additional support or extension that is required and how the successes will be evidenced.

14. DSR Review

Academic departments are reviewed on a rolling schedule. This involves the whole department being observed and monitored, staff and pupil interviews are held and a feedback meeting is held with targets set. This enables staff to reflect on the curriculum provision and adapt accordingly.

15. Policy Review

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

16. Reporting on Compliance and Effectiveness

The Deputy Head (Academic) sends an annual report to the governing body in the autumn term. The report covers:

- An analysis of standardised ability testing to indicate current academic levels across the school together with a comparison with recent years
- A breakdown of senior school placements with respect to CE pass marks
- An analysis of the correlation between ability levels and senior school selection to demonstrate good progress across the ability ranges as pupils move on from Windlesham.
- A summary of scholarships awarded.