



Curriculum Policy

Policy date:	September 2022
Date of next review:	September 2023
Owner:	Deputy Head (Academic)
SLT committee responsible:	-
Intended audience:	Pupils, parents, all staff
Location:	School portal and website

1. Introduction

Education is the leading of humans to what is best, and making what is best out of them. It is the glorious sense of the possible.

- 1.1 The academic provision at Haileybury seeks to develop learners who are academically ambitious, intellectually curious, imaginative and independent. We want our pupils to acquire the skills, knowledge and understanding that they will need to make the world a better place, and the sense of responsibility and compassion required to do so. We believe in offering pupils flexibility and choice in a progressive context; they are encouraged to follow their personalised pathways.

2. Access

- 2.1 This policy is available on the School website, the School Portal, and from the School Office on request. It outlines Haileybury's curriculum provision in relation to the Independent School Standards Regulations (ISSR).

3. Aims

- 3.1 The Curriculum Policy is designed to support the School in fulfilling its stated aims:
- Provide a spiritual, ethical and intellectual framework within which fundamental issues can be explored and informed choices made.
 - Nourish a respect for individuals of all ages.
 - Encourage a willingness to help others.
 - Foster excellence in scholarship and academic studies.
 - Be a happy and purposeful school.
 - Offer an experience rich in variety, challenge and reward.

4. Overview

- 4.1 The curriculum at Haileybury is broad, balanced and distinctive. We strive to offer pupils breadth of choice, and support them in identifying as learners first and foremost. Equally, our curriculum is constructed to provide clear seven year learning pathways that encourage pupils to identify as subject specialists: we want pupils to leave us recognising that they are, for example, historians, linguists, classicists, or scientists. However, as an IBO World School, a connected curriculum is of paramount importance to us: we plan for inter-disciplinary enquiry, and the academic rigour provided through subject specialism is balanced against innovation, creativity and independence, which is delivered through timely and appropriate project work.

5. Curriculum content

Haileybury's curriculum provides for the following:

- 5.1 **“full-time supervised education for pupils of compulsory school age (in accordance with section 8 of the Education Act of 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education;”**

The school day at Haileybury consists of 37 taught periods of 40 minutes in the main school, and 34 taught periods of 40 minutes in the lower school. Usually consisting of 33 weeks, our

school year is organised into three terms. In addition to this formal curriculum, much extension, support and development of academic curiosity takes place outside of this taught time (see More Able Learners Policy and Learning Support Policy for further details).

Broadly speaking, the Haileybury curriculum follows the guidance set out in the National Curriculum, particularly regarding the provision of mathematics, English and the sciences. However, there are several distinct aspects to our curriculum that arise through our desire to place emphasis on specific areas of learning.

At KS3, this includes a distinctive and bespoke delivery of technology, the creative arts and PE & games, all of which are taught in longer sessions, rather than the 40 minute periods in the regular timetable. This allows for fluidity and creativity, as well as opportunities for pupils to understand how to make links and connections across and between these subjects. In addition to this, all pupils study two modern foreign languages, one Romance language (French or Spanish) along with one contrasting language (German or Greek) studied from Y8. All pupils study Latin throughout KS3. Similarly, pupils have Wellbeing lessons that look at aspects of PSHE alongside mindfulness and positive psychology; details of this can be found in the PSHE policy. Further to this, we seek to allow pupils to apply their learning through termly large-scale enquiry projects; these projects explore broad themes such as identity and place, and give pupils the opportunity to engage with the local community through acts of service.

At KS4, the curriculum is built around choice and personalisation. All pupils study the core curriculum of English Language, English Literature, mathematics and all three sciences. Pupils then have freedom of choice over the other subjects offered at Haileybury, allowing them to create distinct and personalised pathways. In addition to this, we offer a bespoke Global Awareness Project, which gives pupils the opportunity to explore their subjects through an inter-disciplinary enquiry, submitting an extended essay as part of their learning and development. Pupils will also have lessons in study skills and learning strategies, which complement the subject specific work they undertake in curriculum time.

At KS5, we recognise the need for pupils to have freedom and flexibility to pursue pathways that are appropriate to them. We offer both the IB Diploma Programme, alongside the A level pathway. The IBDP has extension and enquiry built into it through the Theory of Knowledge and Extended Essay components; we seek to offer similar opportunities to pupils who study A levels through the offering of either the Level 3 Sports Leaders course, or the Academic Extension Programme, that builds on aspects of the IBDP Theory of Knowledge course, but gives pupils a choice of outcome. These outcomes include A level pupils submitting Extended Essays, studying a language to IBDP Standard Level, embarking on the CIE Global Perspectives course, or entering external essay prizes. In addition, pupils will have the opportunity to conduct scientific research in conjunction with Stanford University and Oxford University; f. The philosophy here is that pupils will have the opportunity to choose their own outcomes, thus will make choices that support their own aspirations and future plans.

5.2 **“that students acquire speaking, listening, literacy and numeracy skills;”**

All members of the teaching staff at Haileybury recognize their role as teacher of literacy, numeracy and oracy. Literacy and oracy are taught throughout the curriculum but are attended to explicitly at KS3 through our literacy competencies. Specific units of work demonstrate how each department is reinforcing this instruction. Similarly, the primary teaching of numeracy falls under the maths department, with other departments reinforcing this teaching by using a common language and discourse.

5.3 **“where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school**

which provides education for students who are all temporarily resident in England and which follows the curriculum of another country;”

The principal language of instruction at Haileybury is English.

- 5.4 **“personal, social, health and economic education which reflects the school’s aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);”**

The School sees the delivery of PSHE education as being connected to the wider curriculum and education of the pupils, rather than being a discrete entity. As a result, PSHE is taught alongside a programme of mindfulness and wellbeing for two 40-minute periods per week. This curriculum is designed specifically to meet the needs of the School as a large boarding school, and is unique in the way it approaches PSHE as having a symbiotic relationship with happiness and wellbeing. These lessons are reinforced through the tutorial programme, as well as year group assemblies.

Currently, the teaching of PSHE is discrete in Y10 and Y11, with pupils receiving two stand-alone lessons of 40 minutes per week. Pupils in Y12 all receive one period of PHSE education per week. There is a comprehensive continuum of PSHE education, including external speakers and expert input. The notion of service is of central importance to the School, and is formalised in the Sixth Form through the CAS component of the IBDP, or through our Community Service programme. These components will be embedded across the year groups, with Y7 being the first year to be involved in large-scale enquiries that connect subject curriculum, PSHE and service in a meaningful capacity.

- 5.5 **“for students receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential;”**

The appointment of a Deputy Head of Sixth Form, with responsibility for careers, ensures that appropriate careers advice is given to pupils both in the sixth form and across the rest of the School. The School currently uses a range of external agencies to advise and support pupils to make appropriate choices, and these are to be evaluated over the coming months.

Furthermore, there is a tacit development of careers engagement through the connected curriculum at KS3. As pupils are working on their projects, applying their learning, they will understand how to make use of subject content in the real world, meeting a range of different people who fulfil different roles, from poets to filmmakers to scientists and engineers. Such work will ensure that pupils are exposed to the diaspora of different options available to them in the world of work. The specific advice that they will receive regarding making curriculum choices to match their career aspirations will come through their tutors at times of transition.

- 5.6 **“where the school has students above compulsory school age, a programme of activities which is appropriate to their needs;”**

The curriculum offering in the Sixth Form, whether pupils opt for the IB Diploma Programme, or A level pathway, will provide pupils with a variety of activities that are appropriate to their needs. In addition to this, pupils in the Sixth Form are encouraged to be involved in the following:

- Community service.
- External essay competitions, such as the Peterhouse Prize.
- Scholarship programmes, such as the Arkwright Scholarship.

- Peer support programmes.
- School-based roles, such as fulfilling duties as School Prefects.

The tutor of pupils in the Sixth form, along with the Head of Sixth Form, will ensure that pupils are making sensible, informed decisions and are taking advantage of these opportunities.

5.7 **“that all students have the opportunity to learn and make progress;”**

At Haileybury, we do not differentiate in terms of our expectations of pupils: we hold high standards for all learners and believe that every child has the right to access it in its entirety. However, we support all pupils to reach these standards: we seek to do this through making use of modelling, scaffolding and intervention. We believe that the most effective form of support comes through quality first teaching; therefore the primary responsibility for enabling all pupils is with the class teacher. However, specific details of how we support learners outside of the classroom, where needs are more specific, can be found in the Learning Support Policy, and the EAL Policy. Equally, where need dictates; we review the curriculum offering at various stages: for example, in some cases, a pupil may not take their English Literature examination at GCSE, and we strive to make the best decision for each individual pupil in such cases.

5.8 **“effective preparation of students for the opportunities, responsibilities and experiences of life in British society.”**

The connected curriculum at KS3 and the opportunities for service that exist in the main school directly and explicitly teach pupils about the end to take responsibility for their place as part of British, and a global, society. Our links with external agencies, such as local primary schools and the Haileybury Youth Trust, give pupils a clear understanding of how, through the School, they can develop this disposition. Furthermore, the project based work in the Lower School, and the personal project undertaken by all Y10 pupils, has a clear sense of impact through outcome: pupils are expected to use their knowledge and their learning to improve the world around them.

6. **Transition**

6.1 As a School with four key entry points (Y7, Y9, Y10 and Y12) the notion of transition is of primary importance to us. Where there is a key transition point, either to a different key stage, or to a part of School life where pupils are required to make curriculum choices, the primary point of contact is the Deputy Head (Academic). In these instances, pupils are spoken to about such transitions and are encouraged to liaise with subject teachers, tutors and HMs, in both formal and informal contexts. Furthermore, a significant function of the Heads of Department is to ensure that transition points are clear and that pupils are well informed of the impact that their curriculum choices might have.

7. **Summary**

7.1 By accessing the curriculum at Haileybury, all pupils will have the following learning experience:

- the acquisition of key knowledge, skills and understanding that will enable excellence in subject areas;
- fluency with numbers and letters, and a voice that can be used for good;
- the understanding and experience of how to apply subject expertise in innovative, creative and independent contexts;
- the understanding of how to make connections and links between subject areas in order to solve problems and become innovative thinkers;

- a sense of responsibility to local, national and global communities, and an aspiration to apply learning to make a difference to these communities;
- a deep, significant engagement with the notion of service, and how they have a duty to use their knowledge, skills and understanding to improve the lives of those around them;
- a clear sense of self and of identity, and the courage to celebrate this identity;
- a respect for the life-choices of those around them, that manifests through the total absence of discrimination on the grounds of race religion, ethnicity or sexuality, in accordance with the Equalities Act of 2010;
- an appreciation for and respect of Fundamental British Values.

8. References

8.1 The Curriculum Policy should be read in conjunction with the School's Curriculum Booklets and departmental handbooks, as well as the following policies:

- The More Able Learners Policy.
- The PSHE and RSE Policies.
- The EAL Policy.
- The Learning Support Policy.
- The Assessment and Feedback Policy.

Version history		
Date	Reviewed by	Notes
May 2020	SJMC	
July 2021	SJMC	
September 2021	SLT	Reviewed and approved
September 2022	SJMC/ SLT	Reviewed - no changes required. Approved by SLT