



Curriculum Policy

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Date of next review:	September 2025
Owner:	Deputy Head (Academic)
SLT committee responsible:	SLT
Intended audience:	Pupils, parents and staff
Location:	School Portal, Governor 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 Key Stage (KS) 3, 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 a modern foreign language; in Lower School 2 (Year 8) pupils will study both Spanish and French and in Removes (Year 9) some pupils will opt to study a second modern foreign language. 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.

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 International Baccalaureate Diploma Programme (IBDP), 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 Academic Extension Programme, which gives pupils a choice of options and outcomes. These options include A level pupils submitting Extended Essays, completing an external course (such as DELF French qualifications or the Level 3 Sports Leaders course) entering external essay prizes or taking part in bespoke Haileybury-designed courses. Some pupils will have the opportunity to be involved in our bespoke Stan-X course, an exciting opportunity to undertake real scientific research in conjunction with scientists from Stanford and Oxford. The philosophy here is that pupils will have the opportunity to choose their own outcomes, and 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 (under the name of ‘wellbeing’) is taught for at least one 40-minute period per week in all years up to (and including) Lower Sixth (Year 12). 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 Middles (Year 10) and Fifths (Year 11), with pupils receiving two 40-minute periods per week in Middles and one period a week in Fifths. Pupils in the Lower Sixth all receive one period of PSHE per week. There is a comprehensive continuum of PSHE, 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 (creativity, activity, service) component of the IBDP, or through our Community Service programme.

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 Head of Futures, 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 IBDP, 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 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 English as an Additional Language (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 need 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 Middles (Year 10) 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 five entry points - Lower School 1 (Year 7), Removes (Year 9), Middles (Year 10), Fifths (Year 11) and Lower Sixth (Year 12) - 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 Housemasters/Housemistresses, in both formal and informal contexts, as well as with their parents. 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. Learning outside of the classroom

7.1 In order for pupils to deepen their core disciplinary knowledge, it is essential that work conducted outside of the classroom allows them to **practise** what they have learnt within lessons in order to consolidate this learning. However, this practice does not necessarily have to come immediately after a concept has been taught; lagging work outside of lessons by a week is often a highly effective approach to take. Equally, making use of online platforms can afford pupils the opportunity to undertake intelligent practice.

7.2 We want pupils to take more ownership over their learning, and, as a consequence, we should use the learning that they undertake outside of classrooms as an opportunity for them to **review** their progress: where are their strengths, and where are their weaknesses? How can we provide pupils with a wide variety of materials that they can draw upon in order to review their own learning and their progress within this? As pupils are on a journey to identify as subject specialists, learning outside of the classroom needs to offer opportunities for **extension**. This extension might range from wider reading to Olympiad style questions within subjects; learning outside of the classroom also gives us an opportunity for pupils to make connections and links across their subjects.

7.3 Finally, as pupils move through the School and we encourage them, in a structured way, to become more independent, using learning outside of the classroom to **prepare** for learning

inside of the classroom is, potentially, a transformational move. Flipped learning methods, pre-reading, or even learning of key content in advance of learning about its application in lessons are all very powerful tools to deploy.

7.4 Clear, consistent expectations:

- It is expected that all teachers will keep records of tasks that have been set and marks in their markbook.
- It is expected that learning outside of the classroom is planned into all units of work.
- It is expected that there is parity and equity within year groups and within departments.
- Prep setting will be sampled on a half-termly basis by Heads of Departments (HODs) and Heads of Section/Year.

7.5 Prep will be set in accordance with Prep timetables set across year groups. These will be published at the start of each academic year and their implementation will be monitored accordingly.

7.6 In addition to this, all pupils are encouraged to read for pleasure.

8. Summary

8.1 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;
- to communicate ideas and emotions both orally and through writing;
- 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;
- the ability to use technology as a tool to access information and to support learning;
- to judge the quality of information;
- 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;
- to appreciate our world-wide cultural heritage;
- 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.

9. References

9.1 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 Relationships and Sex Education (RSE) Policies.
- The EAL Policy.
- The Learning Support Policy.
- The Assessment and Feedback Policy.

Version history		
Date	Reviewed by	Notes
May 2020	Deputy Head (Academic) (SJMC)	
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September 2021	SLT	Reviewed
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