



MOUNT

ST MARY'S | BARLBOROUGH HALL

Curriculum Policy

ISI Regulatory Code – Part 1 2a

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Linked Policies: Planning, Assessment and Recording, Teaching and Learning Promoting Fundamental British Values Policy, Academic Subject Policies, PSHEE Policy, Marking Policy, Special Educational Needs Policy, Gifted and Talented Policy, EAL Policy, Extra-Curricular Activities policy, Educational Visits Policy, Covid-19 online learning documentation

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Barlborough Hall School

Educating Men and Women for Others since 1842

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OUR VISION

As a Jesuit School we aim to follow Jesus and care for others. We want to:

1. Develop our talents, knowing each one of us is special in God's eyes.
2. Understand that God is always with us in good and bad times.
3. Love Truth.
4. Know ourselves so that we can understand others better.
5. Become more responsible for ourselves and for others.
6. Be fair and help those in need.
7. Be the person God wants us to be in all we do.

Our Mission Statement

At Mount St Mary's College and Barlborough Hall School a common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission which is inspired by the Jesuit vision and Ignatian characteristics of education is to produce well rounded, well- educated and mature men and women of conscience, compassion and competence who are committed to follow the example of Christ living their lives as "Men and Women for Others".

Therefore we commit ourselves in all areas of school life to the following:

The Magis; The pursuit of excellence.

This is a core concept in Jesuit education. We expect the best from everyone and we aim for the higher standards in all things. We set ambitious targets for our students and carefully monitor their academic performance. We seek excellence in Music, in Sport and in every subject, hobby, pastime, project and co-curricular activity that our students engage in both inside and outside the classroom.

Cura Personalis; The care of each individual.

In our schools we insist on respect for the dignity and potential of everyone because we all are God's creation. We believe that all life is precious, that all are persons of value whatever our different talents or role in the school may be. We value everyone. We are ambitious for everyone. We seek out their talents and we develop them.

Maturity; The Growth of our students in freedom and responsibility.

From the time the students first join us even at age 3 we focus our attention on their growth and on their journey towards greater freedom and responsibility. At every stage of the process we challenge our students to grow through a broad academic curriculum with wide subject choices and a diverse programme of extra-curricular activities, numerous sports and hobbies.

Holistic Education; The development of the whole person.

We recognise that each life is unique and that every part of us needs to be nourished. We challenge our students to help them grow holistically. To develop the whole we offer a broad curriculum and devote time to exercises that nourish the spiritual, intellectual, emotional, artistic, and physical dimensions of the person.

Sharing Joy in Community

Jesuit schools are places that celebrate successes and achievement. Because we keep our class sizes small we can reach out to each student individually. We want our students to love coming to school. Both the boarders and the day students are surrounded by a supportive community.

The Spirit of Gratitude

We want to develop an appreciation for life and a gratitude for the many gifts and talents given to us. When we meet regularly at assemblies and liturgies we make a point of giving thanks and celebrating all that is good in our school life.

The presumption of positive intent

In the spiritual exercises St Ignatius encourages us to be, “more ready to put a good interpretation on another’s statement than to condemn it as false” (*Spiritual Exercises* 22). We encourage our students and staff to turn away from cynicism and to be positive about life and in their working together. Without being naïve we encourage them to always look to the positive assuming that everyone who works, lives and studies here wants what is best for the school and the whole community.

Our Curriculum Aims

Guiding Principles for Curriculum at Barlborough Hall School

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

The Equality Act 2010

Barlborough Hall School Curriculum Policy follows the guidelines as set out in The Equality Act 2010.

Our PSHEE Policy encourages respect for others in line with the characteristics set out in The Equality Act 2010. Our curriculum including PSHEE, RE, extra-curricular and pastoral lessons all support the character attributes for future life. For example, developing resilience and independence. Our Literacy Policy outlines areas in which children can develop their speaking and listening skills to develop confidence and in readiness for future life. Examples of this include the Debating hobby, Class assemblies, Nativities and the Annual School play.

Promoting Fundamental British Values

Barlborough Hall School follows guidance on the teaching of Fundamental British Values. The school has a separate policy for this area. The children have the opportunity to discuss and learn about democracy, the rule of law, individual liberty, mutual respect and tolerance with different faiths and beliefs during lessons. Our curriculum enables children to experience holding debates and having a democratic vote, for example.

EYFS, Key Stage 1 and Key Stage 2 Aims

From the beginning these are the aims we intend to foster as children move through the school:

To nurture the Jesuit tradition.

To help children achieve their full academic potential.

To help children find success and enjoyment across a wide spectrum of activity, both inside and outside the classroom.

To help children understand themselves and those around them.

To help children to be resourceful, resilient and confident.

To offer specialist teaching throughout the curriculum.

To offer excellence in teaching standards.

To provide a low pupil/teacher ratio.

To ensure a high profile for physical education.

To ensure a high profile for music.

To provide full coverage of the National Curriculum 2014, whilst embellishing it teaching and learning that is unique to our school.

To nurture respect for the environment.

To provide pre-school care including a wide range of extra-curricular activities.

To prepare the children for the opportunities, responsibilities and experiences of life in British Society (DFEE non-statutory guidance – Character Education 2019).

- The emphasis that the school places on the needs and progress of each child is reflected in the care with which the curriculum at all levels is planned and delivered. Children are taught a broad and rich curriculum in small classes, following the National Curriculum 2014. Teachers use the curriculum statements to ensure coverage and to set learning objectives for Long, Short and Medium Term planning.
- We seek to develop in every young person, the values, skills and behaviours they need to get on in life.
- Lessons take place within a 25 period framework. Most sporting fixtures are held on games afternoons, or on Saturday mornings.
- Pupils are taught in classes of 20 or fewer.

- The curriculum is adapted so that the needs of all pupils are catered for, including those with EHC plans, in line with the SEN and Disability Code of Practice (SEND Code 2015). Support from our SEN department is given to those with particular learning needs. Gifted and Talented children’s needs are met through differentiation and challenges within the curriculum and extra-curricular provision.
- The PSHEE curriculum and themed learning days includes lessons about mental health. (Public Health England’s Better Health: Every Mind Matters, Rise Above and Promoting Children and Young people’s emotional health and well-being: a whole school and college approach.
- Same day intervention and formative assessment allow teachers to address any gaps in learning or misconceptions, or to extend or consolidate learning for individuals. It also allows children time to reflect on their learning.
- We work closely with parents to ensure that children progress to their full ability. Reports are sent home twice annually. There are also three parents’ evenings per year. Parents and teachers can make regular contact through comments in the Reading Record (Lower School), Homework Diary (Upper School) and email.
- Music is strongly promoted throughout the school. As well as being offered as a class subject, pupils can have individual lessons with specialist peripatetic teachers. There are several choirs, an orchestra and instrumental groups, all led by specialist teachers.
- Online lessons are taught in the event of whole school closure, for example COVID-19. The online lessons follow a daily routine which matches the lesson taught in school as closely as possible. There are daily Maths, English and Fitness lessons and weekly Science, RE/Pastoral, Geography, History and Art lesson.

Our Year Group names

At Barlborough Hall School, our Year Groups are named according to the principles of a classical Ignatian education.

Barlborough Hall School	Current equivalent	Age of children on 1st September
Nursery	Nursery	3 or 4
Pre-Prep III	Reception	4
Pre-Prep II	Year 1	5
Pre-Prep I	Year 2	6
Preparatory	Year 3	7
Elements III	Year 4	8
Elements II	Year 5	9
Elements I	Year 6	10

Pupils can join the Nursery class at Barlborough Hall School on their 3rd birthday, for a minimum of 2 full days/ 3 mornings up to full time, prior to transfer to Pre-Prep III. After Elements I, the majority transfer to our senior school, Mount St Mary's College.

Nursery and Pre-Prep III (EYFS) Curriculum

- The curriculum is based on the Early Learning Goals and covers Personal and Social Development, Language and Literacy, Mathematics, Knowledge and Understanding of the World, Physical Development and Creative Development.
- There is an emphasis on learning through play
- Children are given opportunities to develop and use their own home language in play and learning, to support their development at home and to ensure that they also have sufficient opportunities to learn and reach a good standard in the English Language.
- Children in Nursery are taught by a team of Nursery Nurses and a teacher
- Children in Pre-Prep III are taught in one class with a teacher and a part time teaching assistant.
- The children have specialist PE, Music, French, Swimming and Godly Play lessons. Swimming takes place on site in our own heated pool, once a week in PPIII and twice a week in Nursery.
- As well as their own stimulating environment, the Nursery children have access to the school's wider facilities.
- The children in EYFS take full advantage of the outside facilities and go on a weekly welly walk to investigate the outdoors.
- Attendance ranges from minimum two days to full time in Nursery.

Pre-Preparatory II and I Curriculum

- The curriculum for these two age groups is broad and balanced, based on the National Curriculum areas of study. With particular reference to linguistics, mathematical, scientific, technological, human, social, physical, aesthetic and creative understanding. Children are introduced to more formal schooling, for example having weekly spellings to learn.
- There are two classes in Pre Prep I and one class in Pre Prep II. Children are mainly class based but have Music, Swimming, French, PE and Godly Play lessons taught by specialist teachers. Science is taught by a specialist teacher in Pre Prep I.
- PSHEE is covered in a timetabled lessons, and also within Science and RE.
- At the end of Pre-Preparatory I, the children sit Key Stage I SATS, which are used to inform parents and staff of pupils' progress and form part of individual tracking. We have continued to carry out the Key Stage 1 SAT's throughout COVID 19

Upper School Curriculum

- The broad curriculum continues, based on National Curriculum programmes of study with particular reference to linguistics, mathematical, scientific, technological, human, social, physical, aesthetic and creative understanding. There is specialist teaching in Science, Music, Games, French and Godly Play.
- Pupils are introduced to traditional Preparatory school teaching. The children have end of topic assessments which introduce them to important study skills and eases them into the concept of formal assessment.
- At the end of Elements I, the children sit Key Stage 2 SATS, which are used to inform parents and staff of pupils' progress and form part of individual tracking.
- We have continued to carry out the Key Stage 2 SAT's throughout COVID 19
- All pupils have a Physical Education programme which includes outdoor team games, individual skills, Gymnastics, Dance and Swimming.
- PSHEE is covered in a timetabled lessons and also within Science and RE.

The school has a Phase Leader who oversees the Curriculum throughout school. Each area of the curriculum has a designated Curriculum Co-ordinator.

The Role of the Curriculum Co-ordinator

Co-ordinators will aim to:-

- a) Update their knowledge of their curriculum area; including reading, attending courses and reporting to the staff either through meetings or by feeding in greater expertise as and when appropriate.
- b) Lead the discussion and be responsible for the writing of school policy documents and revising them in the light of further experience.
- c) Be aware of various resources appropriate to curriculum area and oversee their effective deployment i.e. suggesting materials and books; building up, caring for and cataloguing resources. Guiding children in the use of the Library as a learning resource.
- d) Work with colleagues (if necessary teaching alongside), supporting needs of colleagues to encourage professional growth and competence, lead discussions groups and bring new ideas to the notice of the staff.
- e) Advise on school based INSET.
- f) Liaise with Head Teacher and Deputy Head Teacher and appropriate external agencies (e.g. advisers, governors, parents, staff in other schools, health visitors etc.)
- g) Make provision for all aspects of the National Curriculum in respect of this area.
- h) With the Assessment Co-ordinator oversee the record-keeping and assessment

- policy in respect of the subject areas.
- i) Discuss with colleagues their long term/short term planning in respect of their curriculum areas thereby acting as consultants as and when required.
 - j) Lead colleagues in the preparation and review of Schemes of Work and monitor effectiveness.
 - k) Be responsible for own curriculum budget.
 - l) Liaise with The Phase Leader to review, monitor, and deliver INSET in relation to their subject area. This takes place annually and our evaluation and monitoring of the effectiveness of the curriculum leads the developments for each academic year in line with the SDP and the aims of the school.
 - m) To contribute to the School Development Plan

We acknowledge that certain aspects of the co-ordinator's role are dependent upon the availability of funds from the school budgets to release individual teachers to fulfil their responsibilities. When areas are targeted in the School Development Plan they will be given priority of time and money resources.

Progress and Attainment

We have systems in place to ensure coverage of the National Curriculum and to ensure that children are making progress, in relation to their age and ability, in line with National Expectations. (See Assessment and Reporting Policy and Teaching and Learning Policy)

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the head teacher and deputy head teacher.

The Phase Leader along with Curriculum team coordinators is responsible for the day to day organisation of the curriculum. They monitor and review long-term and medium-term plans for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.

The deputy head teacher will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Breakdown of the Curriculum

Breakdown of Curriculum Teaching in Key Stage One and Foundation Stage

Subject	Nursery No. of Hours	Pre Prep III No. of Hours	Pre Prep II No. of Hours	Pre Prep I No. of Hours
English	5	5	6	6
Maths	5	5	5	5
Science	1	1	2	2
RE	2	2	2	2
ICT	1	1	1	1
History	1	1	1	1
Geography	1	1	1	1
French	0.5	0.5	0.5	0.5
Music	0.5	1	1	1
Pastoral	1	0.5	0.5	0.5
PSHEE	1	1	1	1
Swimming	2	1	1	1
Games	0	0	0	0
PE	1	1	1	1
Art/Tech	1	1	1	1
Continuous Provision	2	3	1	1
Total	25	25	25	25

Breakdown of Curriculum Teaching in Key Stage Two

Subject	Preparatory No. of Hours	Elements III No. of Hours	Elements II No. of Hours	Elements I No. of Hours
English	5	5	5	5
Maths	5	5	5	5
Science	2	2	2	2
RE	2	2	2	2
ICT	1	1	1	1
History	1	1	1	1
Geography	1	1	1	1
French	1	1	1	1
Music	1	1	1	1
PHSEE/pastoral	1	1	1	1
Swimming	1	1	1	1
Games	2	2	2	2
PE	1	1	1	1
Art/Tech	1	1	1	1
Total	25	25	25	25