

## **Winchester House School Curriculum Policy**

Responsible Governor: n/a

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**Next review date:** Summer 2025

## **Winchester House School Curriculum Policy**

This policy is written to comply with the statutory requirements of [The Education \(Independent School Standards\) Regulations 2014](#) as referenced by the non-statutory guidance: [The Independent School Standards 2019](#) as issued Department for Education (DfE).

This policy is supported by appropriate plans and schemes of work and takes into account the ages, aptitudes and needs of all pupils, including those pupils with an (Education, Health and Care) (EHC) plan. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school provides full-time supervised education for pupils between the ages of 3 and 13. The School gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through which pupils will acquire speaking, listening, literacy and numeracy skills. All pupils have the opportunity to learn and make progress and are given effective preparation for the opportunities, responsibilities and experiences of life in British society.

For pupils below compulsory school age (construed in accordance with section 8 of the Education Act 1996), the School provides activities which are appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Personal, Social, Health and Economic (PSHE) education is provided that reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the [Equality Act 2010](#).

Pupils are given 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.

This policy should be read in conjunction with:

- Winchester House Accessibility Plan
- Aims and Ethos Policy
- EAL Policy
- Equal Opportunities for Pupils
- Feedback (Marking) Policy
- Higher Learning Potential Policy
- Independent Study Policy
- Monitoring and Reporting of Student Progress
- Special Educational Needs and Disabilities Policy
- WHS Vision and Strategy 23-26.

Winchester House's curriculum covers a range of subject disciplines that are delivered through teaching that enables all pupils to make good progress according to their abilities. This progress is assessed as part of a continuous process which feeds back into lessons.

### **Teaching and Learning**

Lessons at Winchester House enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

Staff foster pupils' self-motivation, the application of intellectual, physical, and creative effort, interest in their work and the ability to think and learn for themselves.

All teachers are required to meet the [Teachers' Standards](#) in respect to their Teaching and their Personal and Professional Standards. Specific reference is made to the Winchester Houses' staff:

- Delivering well-planned lessons, using effective teaching methods, activities and the management of class time.
- Showing a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensuring that these are taken into account in the planning of lessons.
- Demonstrating good knowledge and understanding of the subject matter being taught.
- Effectively utilising classroom resources that are of a good quality, quantity and range.
- Having a framework in place to assess pupils' work regularly and thoroughly and using the information from assessments to plan teaching so that pupils can progress.
- Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and do not discriminate against pupils, contrary to Part 6 of the Equality Act 2010.

### **Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils**

Winchester House actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school actively promotes principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Precludes the promotion of partisan political views in the teaching of any subject in the school.
- Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This applies:
  - While they are in attendance at the school.
  - While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
  - In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

### **Overall Approach to Curriculum**

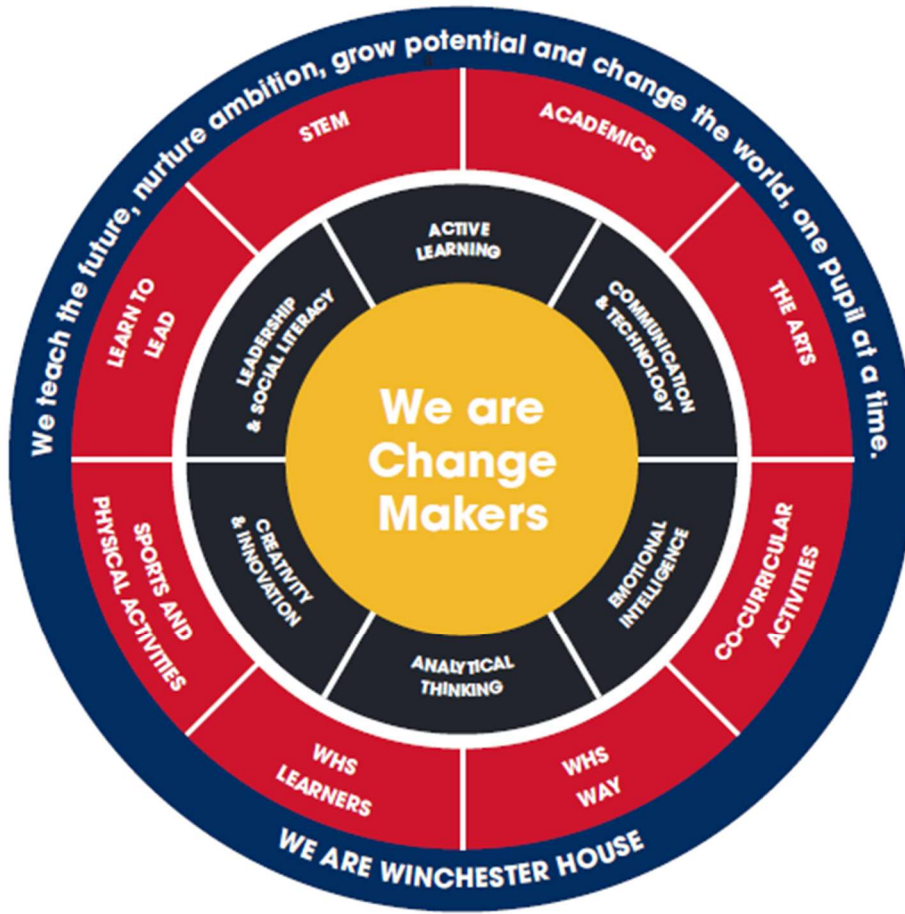
Winchester House's vision, mission and aim is that:

**We teach the future, nurture ambition, grow potential, and change the world, one pupil at a time.**

We nurture academic growth, artistic pursuits, and sporting achievements. This means that our pupils are known as individuals and that they are nurtured, respected, and celebrated within a context of community, fun, ambition, achievement and tradition.

Winchester House is a warm and inclusive environment of high achievement and aspiration to pave the way for our pupils to thrive and make a positive impact on the world.

As part of the Stowe Group, we are Changemakers. As such we aim to equip our pupils with the skills necessary to flourish in a world characterised by volatility, uncertainty, complexity, and ambiguity. The Change Makers vision is delivered and assessed through the Winchester House Way and Winchester House Learners programmes.



**WINCHESTER HOUSE LEARNERS**

**Work Hard**

- Are proactive and use their initiative
- Seek challenge
- Are diligent and proud of their work
- Are resourceful and love learning

**Innovate**

- Adapt and improvise
- Use technology intuitively
- Design, considering both form and function

**Use their intelligence**

*There are many forms of intelligence*

- Emotional: *Resilient, able to lead and influence, collaborate as part of a team and work independently*
- Logical: *Numerate and able to analyse, problem solve and apply knowledge and understanding*
- Naturalistic: *Understanding humanity's place and role in the planetary ecosystem*
- Linguistic: *Understanding of how history, language, culture, and geography intertwine and influence world affairs*
- Spatial: *Able to visualise and interpret in different dimensions*
- Musical
- Existential
- Kinaesthetic

**Create**

- Seek originality
- Use their imagination
- Make and create

**Reflect**

- Are critical of their, and others', thoughts, ideas, and work
- Are able to critically review and feed back
- Amend, adjust and refine

**Inquire**

- Are interested in the world around them
- Explore and inquire about ideas, people, and places
- Are adventurous, with a thirst for discovery
- Are open-minded
- Take risks
- Are curious with a willingness to ask questions

**Communicate**

- Actively listen
- Are expressive, able to get others to understand and feel
- Are adept in different mediums - written, musical, oral, diagrammatic, digital creative and dramatic

**Do their best to be their best self**

- Strive in all endeavours to make the most of their skills
- Develop in areas where they are less strong
- Don't believe in 'can't'

## Implementation

In the main, the school prepares children for the 13+ Common Entrance (CE) examinations and a range of scholarship exams and awards. The school also ensures that students are properly prepared for transfer to other schools when needed, for example by CE entry at 11+ or through other school pre-assessment or transition procedures.

Students have opportunities to experience a range of responsibilities as they move through the school and these opportunities are extended and enhanced through our Learn to Lead programme which is intrinsically linked and a part of our curriculum and through an extensive range of co-curricular activities that support and enhance the learning experience for children at Winchester House.

Our level of aspiration cannot be achieved just in the classroom which is why we have a wide range of exciting educational visits, in-house subject-specific and cross-curricular events and our pupils learn in the school grounds, our Secret Garden, local woods and forests, the Art and Design block, the Technology suite, the Science laboratories, the Music block, the Sports Hall, the Games fields, the Library, theatres, the Forum, Drama studio, the playgrounds, in prep, in tutor group time, at meal times, in chapel and in assemblies. In fact, learning happens all around us at Winchester House, all day and every day.

From Nursery to Year 4 we follow a cross-curricular approach, our rich and diverse Creative Curriculum, creates meaningful connections in learning, linking English and Humanities and where appropriate Science, Mathematics, languages and creative subjects, all under umbrella topics. Pupils have access to interactive technology throughout their time at WHS and have their own touch-screen, inkable, windows based, hybrid/convertible/3-in-1 laptop from Year 6.

Stretch and challenge for more able pupils is provided and overseen via the Higher Learning Potential (HLP) organisation, and for scholarship candidates, via the scholarship preparation programme. See [Annex A](#).

The School's Learning Development team gather evidence and undertake screening assessments to support intervention. Intervention and support can be provided 1:1, in small groups and as additional support in lessons.

From time to time some children may benefit from tutoring to help them have full access to the curriculum. As an educational establishment we do not endorse 'hot-housing' children through over-coaching as the child's well-being has to be our primary consideration. Winchester House School provides several pathways to support pupils either through learning development or from subject teachers. If a parent is considering tuition, this should be raised with the child's tutor.

Co-curricular activities, sports, visits, trips and music and LAMDA (Speech and Drama) lessons are actively encouraged and are an integral part of a Winchester House education. There is not time in the week for all of these to occur outside of lesson time, and therefore pupils in Years 5-8 have the opportunities to catch up built into their timetables. In addition to giving opportunities for pupils to catch up with missed work, Independent Learning, Enrichment and Catch-up Time (ILECT) is programmed into the timetable when staff are available to provide support, guidance and help to all pupils.

Reasoning skills are taught as a discrete subject in Year 5 to ensure that students are fully prepared for senior school pre-testing.

## **PSHE**

Through our PSHE programme and assemblies, we provide personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. We take every opportunity to make students resistant to extremism and radicalisation and actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs throughout our assemblies, curriculum and whole school systems and structures.

Relationships Education in Years 6 and below and Relationships and Sex Education (RSE) is taught as part of the PSHE syllabus in accordance with [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), made under sections 34 and 35 of the [Children and Social Work Act 2017](#), which make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The [statutory guidance](#) also sets out that parents/carers have the right to withdraw pupils from sex education (but not Relationships Education). Parents who wish to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE should contact the Head.

## **Careers Guidance**

We have regard for [Careers Guidance and Inspiration in Schools' \(March 2015\)](#). Careers guidance features in the form of inspirational 'Ignite' talks and visits by selected speakers from a range of professions as well in our post-CE and Scholarship programme. Discussions between class teachers and/or tutors with students and parents also take place. These conversations enable the students to make informed choices about a broad range of career options with the ultimate aim of inspiring them to fulfil their potential. Children also volunteer and are encouraged to fundraise for charity, increasing their awareness of others.

## **Annexes**

Annex A [Scholarship programme at Winchester House School](#).

Faculty, Departmental and Subject Sections

[English](#)

[Maths](#)

[Science](#)

[Languages](#)

[History](#)

[Geography](#)

[Design, Art, Technology, Problem-solving and Engineering](#)

[Performing Arts](#)

[Sports](#)

[Religion and World Views](#)

[Creative Curriculum](#)



## **Scholarship Programme at Winchester House School**

Prior to scholarship identification, students with Higher Learning Potential (HLP) will be identified and receive academic stretch and challenge through the HLP programme for years up to Year 6.

### **Identification**

As pupils transition to Year 7, those pupils identified as HLP in Year 6, will move on to the HLP stretch programme in Year 7. These students will be monitored throughout the Year 7 Autumn term and may progress on to a scholarship pathway at the end of the Lent term. Any new students joining Winchester House School at Year 7 will be monitored during the Autumn term for HLP potential. This approach will allow for staff to continue to monitor the potential of students as well as reducing the stress/anxiety that being identified as a scholar can put on Year 7 students.

Following monitoring and Year 7 Spring assessments, any pupil demonstrating potential as a scholar (Academic, Creative or Sport) will be identified and parents will be notified in the second half of the Lent term. Once potential scholars have been identified, they will continue the preparation for scholarships that was occurring in the HLP stretch programme. Most future schools do not require registration for Scholarships prior to the beginning of Year 8. Antonia's Academic Enrichment sessions Tues lunch times & Stowe's Bright Young Things sessions for Y6 Scholarship preparation will take place in ILECT sessions and will be co-ordinated by the Head of Scholarship. For Creative subjects and Sport, students will begin developing their portfolios during Year 7.

### **Communication**

Potential scholars will be communicated to parents in Lent term of Year 7, following Year 7 assessments and a scholarship information evening. There will be emphasis on the word potential and that final recommendations will be made following the summer term assessments.

In Year 8, following initial scholarship trial exams, HODS/CMG will discuss the progress of academic scholars and make recommendations for additional support if required or recommend that a potential scholar moves to Common Entrance preparation.

### **Scholarship Programme for Year 8**

Where appropriate, scholars will be placed in a separate set for some or all subjects. At other times, the pupils learning will be differentiated for a set with CE candidates. This approach will be subject to year group numbers, staffing and number of potential scholars. Scholarship preparation will occur within lessons and ILECT time for core and creative subjects. All students will follow scholarship schemes of learning until the last scholarship exams are completed in the Lent term. Following the scholarship exams, students will transition to the *Future Ready Scholarship Programme* in all subjects.

All students will sit internal exams, to mark the end of their scholarship preparation. This internal assessment will be completed in the Lent term to give time for the scholarship future ready programme. The assessment marks will be awarded to the students on a Winchester House certificate.

All Academic scholars will also complete the Foundation Project Qualification (FPQ) or IPQ level 3 (ISEB). This is an accredited qualification from AQA or ISEB.

FPQ is designed to extend and develop beyond the material being covered in class and for students to explore their passion for a subject. It can help them to discover the joys of independent learning, take responsibility for their own study and develop new life and study skills. The FPQ will:

- extend and develop the scholars' learning.
- develop the scholars' skills in independent research and project management.
- give students a focused structure in which to deepen their knowledge in a particular field.

### Stretch and Challenge Opportunities

In collaboration with Stowe School, scholars will be offered the opportunity to attend Saturday morning sessions at Stowe. The focus for these sessions will be on stretching knowledge beyond their current level as well as equipping students with analytical, evaluative, and reasoning skills that are required in scholarship examinations. It is also a chance to experience senior school teaching and work collaboratively with other students.

#### Scholars Week

During June, the scholars will have a bespoke programme while the CE candidates sit their exams. Below is an example of a schedule. This programme will be a mixture of stretching activities/day trips as well as time for the scholars to give back to the school and wider community.

Monday	Community give back day involving working with Bradshaw and local care homes to give back to the community
Tuesday	Stowe display of FPQ projects
Wednesday	London – Financial business visit, Houses of Parliament, and Private gallery tour
Thursday	Oxford visit – Pitts Rivers Museum and Tour of the iconic city
Friday	Morning –Community gives back Afternoon – Leaver's programme commences

### Scholarship Future Ready Programme

The Future Ready Scholarship Programme will be a taught programme within lessons. Scholarship students will be challenged to examine topics beyond the Common Entrance syllabus as well as being exposed to topics not normally taught. When students are not in scholarship only sets, this future ready work will be focused on independent work in a project style which they will present their findings to staff in June. Topics which may be explored in subjects from April to July are outlined below. This programme will evolve with the students and cater to the interests of the students.

Subject	Outline of Future Ready Programme
Geography	Geography of health Global Resources and consumption Extreme Cold environments
English	19 <sup>th</sup> Century literature – a set text
Maths	Complex problem solving
French	French language challenge with a focus on conversations in French

Latin	Investigating Mythologies and Translation
History	Women's role in society
Science	Practical Science (experiments linked to syllabus content studied in preparation for scholarship examinations) and scientific methodology. Scientific Article (own choice of subject) with optional original research.

## English

A cornerstone of education, English at WHS is taught as a discrete subject throughout the school as well as being integrated into Creative Curriculum and promoted in all academic subjects.

By equipping our pupils with a strong command of the spoken and written language, and developing their love of literature, they can communicate their ideas and emotions to others, and through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

## **Curriculum**

Our Syllabus is based on the national curriculum up to Key Stage 2 and then the ISEB syllabus to prepare them for Senior School Year 9, our pupils are initially able to be benchmarked against national standards and subsequently assessed for their potential at Common Entrance.

## **Skills**

All of the elements of a WHS Learner are delivered through the English syllabuses, with core language expertise developed alongside creative and analytical skills.

The importance of independent study is promoted through regular learning work enabling pupils to make progress along a continuum to becoming a correct speller and grammar is taught through specific exercises, extending writing tasks in English and other subjects.

Although extensive use is made of technology to improve English learning, even in the digital age, handwriting remains a key skill so pupils are taught specific skills to enable them to develop neat and legible joined handwriting.

## **T&L Strategies**

Reading is promoted in all subjects and both in and outside of English Lessons. Pupils are encouraged to:

- Listen attentively, pay attention to detail, to process information and retain aurally as much detail as they are able.
- Speak confidently in standard English with intonation, clear diction, accurate grammar and style, taking account of the context in which they are speaking.
- Read fluently with good comprehension and to read from a wide variety of texts, for pleasure and relaxation or to gain information; developing the skills to analyse the way writers create meaning through language and literary/poetic techniques.
- Develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose.

## Maths

WHS mathematicians gain the confidence to look at an unfamiliar problem and choose the appropriate skill or knowledge to tackle the task successfully. Essential number recall skills are taught throughout a pupil's time at WHS with discrete lessons in all year groups and complimentary mathematical skills are integrated across the curriculum.

### **Curriculum**

We follow the national curriculum up to Key Stage 2 and then the ISEB syllabus to prepare them for Senior School Year 9, our pupils are initially able to be benchmarked against national standards and subsequently assessed for their potential at Common Entrance.

### **Skills**

Applicability is at the heart of what is learned in Mathematics, from the essential number bonds and tables to those skills that are vital in Science, Technology and Engineering. Cross-curricular mathematical skills and maths-based problem-solving exercises and tasks are integrated into Creative Curriculum and STEM subjects with opportunities given for creative and collaborative work in lessons.

Spatial awareness and logical thinking are key life skills that contribute to developing WHS Learner attributes with particular relevance to Technology, Engineering and Design.

### **T&L Strategies**

Maths is like a spiral staircase where work is repeated and extended continuously. External competitions and challenges are used to stimulate interest and ambition, with a clear focus on the essentials that are needed for future studies for all pupils.

All mathematical teaching at Winchester House is underpinned by the idea of mastery-based learning in that all learning should be deep and sustainable; it should develop and yet also be based upon a pupil's ability to reason and understand not just the 'what' but also the 'why.' Ability to reason is the strongest predictor of future success.

We use practical equipment and outdoor learning where possible to deepen pupils understanding and application to the real world as well as technology as a support to aid learning.

## Science

Science at WHS seeks to inspire interest and curiosity about all aspects of science, in order to equip all the pupils for an increasingly technological world.

### **Curriculum**

The Science curriculum is integrated into the Creative Curriculum schemes of work for each topic in Years 4 and below. National Curriculum and ISEB syllabuses dictate the type and level of subject knowledge that can be incorporated into the learning for each topic; however, the overriding objective in these year groups is the acquisition of scientific skills.

From Year 5, the ISEB syllabus is used. This equips the pupils, not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and being able to apply what they know to new situations. Our pupils become enthusiastic and curious learners who are open to new ideas and experiences. They ask pertinent, probing and inquiring questions and are keen to experiment.

Technology is used as an integral part of the learning journey and for the “written” elements of the syllabus. This best prepares pupils for their future studies and are better reflective of how STEM is applied beyond education.

### **Skills**

Developed through the scaffolded discovery of information gained through discussion and practical experimentation, our pupils:

- Gain a greater understanding of the physical world in which we live.
- Are able to apply their skills and knowledge in problem solving.
- Question and test theories and opinions using the scientific method.
- Collaborate and work effectively as part of a team.
- Effectively communicate ideas, explanations and descriptions through a diverse range of mediums.

Pupils develop their ability to apply the skills of observation, questioning, research, experimentation and analysis across the curriculum and in everyday life. As essential life skills, they can make value judgements about themselves, their families and other relationships, the wider groups to which they belong, the diversity in the society and the quality of the environment.

### **T&L Strategies**

Science is first and foremost a practical subject, therefore as much of the work as possible is “hands on”, in the three Laboratories and outside in the Secret Garden and wider school grounds. Inquiry and reflection are integral to experimentation and pupils are encouraged to “discover” solutions, theories and information through their own investigations.

Theoretical work is conducted to hone the written skills necessary for effective communication and to prepare for written examinations in future stages of their education. Facts and information are learned where it is necessary for understanding and where required by the syllabus.

## **Languages: Including French, Spanish and Latin**

Starting with French from Reception or later when they join WHS and going on to include Spanish and Latin within the curriculum, WHS seeks to grow worldly pupils. The Languages department is key to broadening pupils' understanding of the societies that make up our global community through an appreciation of their cultures and heritages.

Although the vast majority of our pupils continue to study a modern foreign language from Year 9, our focus is on the love languages and the histories of other countries.

### **Curriculum**

In addition to the core languages taught as part of the curriculum, other languages, such as German and Greek (Ancient and Modern) are included in some co-curricular programmes. Making use of technology to promote learning, with a particular reference to independent and adapted learning. Pupils work towards Common Entrance in French and Latin with other languages studied to broaden their education for the enriching and stimulating joy of learning.

### **Skills**

Pupils develop the ability to use the Foreign language effectively for the purposes of practical communication and to form a sound base of listening, speaking, reading and writing skills. They gain an insight into the culture and civilisation of the countries of the language being taught and develop an awareness of the nature of Language and Language learning.

The context of a pupil's own culture and heritage is heightened by the greater understanding of other societies and this encourages positive attitudes towards other nations and their citizens.

The skills honed through the learning of languages aid the understanding of patterns and the application of rules as well as the core life skills of analysis, recall and inference.

### **T&L Strategies**

Through immersion in a language at the earliest stages, pupils learn through the widest possible range of mechanisms that allow them to understand and apply the vocabulary, grammar, syntax of that language. Extensive use is made of oral use of language with increased written work completed in later years.

Contextualising the learning aids recall and promotes a deeper understanding of the language and this also aids with the broader comprehension of countries where that language is or was spoken.

Authentic materials are used where available and digital connectivity is harnessed to bring the outside world into the classroom.

## History

History allows us to understand how our world evolved and helps us develop the skills to look beyond the headlines, to ask questions properly, and to express our own opinions. Our pupils are taught how to think and process information with develops a 'rounded' individual with an understanding of both past and present.

History is inherently enjoyable and the sense of fun that can be found is actively encouraged and harnessed to promote a joy of learning. As Housians begin to better understand the origins of modern social and political problems they are more able to relate and deal with the modern world and cope with the pressures and challenges of modern life.

## **Curriculum**

Fully integrated into the Creative curriculum until Year 4 and taught as a discrete subject from Y5. Following the ISEB syllabus, topics are chosen to ensure that syllabus requirements are met and that a full, broad and inclusive range of topics will be covered by the end of Y11.

## **Skills**

Children gain a knowledge and understanding of the key features and characteristics of time periods studied and how this relate to the modern world. They learn to explain, interpret and analyse historical events and periods and develop the ability to analyse, evaluate and make judgements.

The joy of History is exemplified through active learning, such as reenactment, a wide range of educational trips and the opportunities to use a wide range of mediums to demonstrate understanding.

Discursive skills and the ability to debate and justify an argument all contribute to the promotion of Analytical thinking and key life skills that enable our pupils to listen, understand, consider and be tolerant of other people's ideas and thoughts.

## **T&L Strategies**

We aim to make learning enjoyable and desirable, by promoting a positive approach in a challenging and stimulating environment. Where appropriate, practical and activity-based learning is used to extend knowledge and skills. Opportunities are offered for pupils to share and celebrate their work and for the children to communicate their findings in a variety of ways and become involved in decision-making.

As the children progress towards CE examinations, source analysis and formal writing techniques will be modelled with teachers providing appropriate assistance to support, develop and extend the students in their examinations and to enable them to thrive throughout their academic career and as they move into their professional lives.



## Geography

Geography contributes to a balanced education for all. It provides a language, a set of concepts and ideas that help us see the connections between places and scales that others miss. Our pupils understand how the physical landscape evolved, our place in the environment, and recognise the effects, both positive and negative, that our actions have on our surroundings.

### **Curriculum**

With close links to the other Humanities at WHS, History and RaW, Geography is fully integrated into the Creative Curriculum up to Y4 and taught as a discrete subject from Y5. Pupils follow the ISEB syllabus looking at a range of case studies that provide a broad, diverse and inclusive range of topics throughout Key Stages 1-3.

### **Skills**

Geography has elements in which there is no right or wrong answer meaning that our pupils learn to use evidence to back up opinions and how to think and process information.

As pupils of an increasingly globalised society, our Geographers truly understand the world they live in. They know where places are, what they are like and who lives there. They understand the challenges and opportunities that affect different areas of the globe and appreciate how they are connected, where they are interdependent and where they are autonomous and this appreciation and awareness better prepares our pupils to be citizens of the world.

### **T& L Strategies**

By going outside the confines of the classroom, Housians see first hand the topics studied in lessons, both via the use of ICT and by going out in the field. An interactive subject pupils learn and demonstrate understanding in a variety of mediums, from extended written work, to modelling by cake and via a myriad of digital methods.

Geography hones the ability to ask questions, solve problems, argue rationally and apply themselves to tasks. Pupils are required to use data effectively and with understanding and develop a critical understanding and respect for the environment and the world in which they Live.

## [Art, Design, Engineering, Problem-solving and Technology \(ADEPT\)](#)

The ADEPT faculty contains the subjects: Art & Design, Engineering and Technology. Acknowledging the integral links between the creative and the practical, the ADEPT faculty seeks to unify a syllabus with clear and direct links to sought-after skills. A key part of this is the enjoyment of designing and making, believing that wherever possible, pupils should work on projects that result in a finished product which they can take home through the application of knowledge and skills from initial design to ensure that the highest possible quality end products, beautiful and fit for purpose.

Problem-solving will be a key part of this work. Whether it is how to achieve a specified artistic representation or how to solve a particularly challenging packaging problem, pupils will be taught how to analyse problems and work through reasoned steps to achieve their aim.

### **Curriculum**

Primary project-based, ADEPT learning will engage with a wide range of projects that will utilise a breadth of skills. Periodically, discrete skills will be learned in each of the topics so that they can be incorporated into later projects.

Maximising the availability of co-curricular opportunities in faculty will engage in cross-curricular activities with other departments and subjects to promote the creative and “real-life” nature of their learning.

A faculty that will continually evolve, ADEPT is at the forefront of our aim to teach the future by harnessing the newest technologies and developments to ready pupils for their future studies and beyond.

### **Skills**

Acknowledging the increasing understanding of the importance of creativity, pupils will be taught how to harness and explore their creativity. Art will be completed for the joy and pleasure of its endeavour and for the integral part it plays in how we make our world.

Engineering will incorporate design and technology, technology will be informed by design and engineering and design will be integrally linked to engineering and technology. Pupils will need the full remit of a WHS Learner and a wealth of cross-curricular understanding in their future studies and beyond and these will be introduced and nurtured in Art, Design, Engineering, Problem-solving and Technology.

### **T&L Strategies**

Extended projects will be at the core of our studies. With the time and resources to fully explore a topic, pupils will be encouraged to reflect on and revise their work. Removing as many constraints on what they can do, will promote innovation and independent thought. The projects will require pupils to research topics, justify their decisions and communicate their ideas to their peers.

Focusing on pupils being able to discover and find solutions themselves, extensive use of varying degrees of scaffolding will be used to enable pupils to make optimal progress and maximise their learning.

## Performing Arts

The Performing Arts faculty contains the Drama and Music Departments. In addition to core curriculum lessons in Music and Drama, there are extensive opportunities for individual and group performances. All pupils are encouraged to perform to an audience, with regular opportunities for parents to see their children demonstrate what they have learned.

### **Curriculum**

A busy programme of events is scheduled with accessibility in mind. Our programme contains major, multi-year productions and intimate events for much smaller groups of pupils. Performances are large external audiences are complemented by opportunities to perform to select groups of their peers.

A broad range of influences from different times, genres and parts of the world seeks to provide a broad and diverse range of experiences from which pupils can draw inspiration.

### **Skills**

Performance is at the heart of everything that we study. Skills are developed with a view to how they can be used in performance and performance itself is honed so that the pupils can better communicate and express themselves. The confidence gained on the stage and at the front of the auditorium is essential for many aspects of education and beyond with ability to stand in front of groups of other people an essential life skill.

### **T&L Strategies**

Pupils are encouraged to express themselves within the constraints and limits of the exercises being conducted.

Individual progress is greatly enhanced through independent practice and therefore this is facilitated within the timetable with incentives provided to encourage it at other times.

## Sports: Including PE & Games

Physical Health is paramount to any child's development and is a vital life skill. Sports, play a pivotal role in the rounded development and education of pupils and the tone and quality of life of the whole school. Key attributes, such as fair play, dealing with success and failure, leadership and working as part of a team are delivered via Games and PE.

Not all students can or want to be top level performers; however, they we are still able to make Games and PE a positive experience, even for the most reluctant participants. By focusing on enjoyment, with the emphasis placed upon personal improvement, every student will be able to find progress and satisfaction in some, if not all, the activities we offer.

As a department, Sports takes responsibility for enhancing the physical and social development of all students and fostering a positive attitude towards exercise and the desire to pursue active lifestyles

### **Curriculum**

We provide the students with the opportunity to enjoy being active. Physical wellbeing is achieved in physical education (PE), games, recreational pursuits, outdoor activities, Health Related Fitness (HRF), swimming, rhythmic and expressive movement plus the skilled movement offered through gymnastics.

PE is the part of the curriculum for all pupils and contribute most to the physical experience of the students. The students have the opportunity to develop a good range of individual activities apart from the competitive team games. Although we need offer an extensive range of alternative sports, the traditional team games have been shown to provide the greatest community benefit, and therefore all pupils participate in team games.

### **Skills**

Continuation in sport may take many forms and may be seen in a variety of roles: coaching, umpiring, playing, or spectating. The department is keen to enhance the necessary skills to such roles, getting students to become not only competent players but also knowledgeable and appreciative of those that organise and oversee their matches. There is an expectation that every child from Yr 3-8 will represent the school in the three major sports at least once a term. An appreciation of the 'self-worth' of all students is important, with students being encouraged to be sympathetic to the needs of others and appreciating their own and others strengths and weaknesses.

### **T&L Strategies**

The Sports Department at WHS gives pupils opportunities that will promote the pupil's personal, social and moral development. For example, in sharing and showing of work, in activities that require co-operation or include the experience of leading and following, in appreciating and accepting the different abilities and qualities of themselves and their peers, in the concept of fair play and the observance of rules.

## Religion and World Views (RaW)

The religious education of Housians is taught throughout the school, coordinated by the Religion and World views (RAW) Department. This takes the form of discrete RAW lessons, RAW topics contained within the Creative Curriculum and PSHE syllabuses, in Chapel and assemblies. Although WHS is school with a strong Christian ethos, the RAW education of pupils encompasses all faiths and views. This provides our pupils with a strong basis from which to understand and discover their own faith and provides the necessary information and grounding to be citizens of our multi-faith world.

### **Curriculum**

Major religions and theological ideas are studied, with the syllabus designed to loosely cover those festivals occurring at the time of teaching. The wider WHS community is religiously diverse and therefore the school celebrates a multitude of religious and other festivals and as we acknowledge that these will not always be compatible with the beliefs of all pupils, participation in specific religious activities is never compulsory.

Our Chapel and assemblies are accessible and appropriate to pupils of all faiths where pupils listen to Christian, non-Christian and non-religious readings which then prompt a sermon linked to the theme of the week in the school. The readings have more of a spiritual and moral theme and allows us to acknowledge and accept other world religions. Pupils have the option to opt out of prayers during lunch time and attendance at chapel (with parental permission).

### **Skills**

First and foremost, we are looking for our pupils to understand. Through this they become accepting and tolerant individuals who show others respect and consideration. Our pupils go on to lead global lives in multi-national organisations. They will work and live with people of all faiths and none with backgrounds and customs entirely dissimilar to they own and building on the foundations that have learned at WHS, they will succeed.

### **T&L Strategies**

RAW is heavily discursive, with time being essential to give individuals the space they need to ask questions and express their ideas. We make use of local religious institutions and visiting speakers to allow our pupils to gain a deeper understanding and have hands-on experiences.

## Creative Curriculum

Our Creative Curriculum is taught from Nursery to Year 4 over a 2-year cycle of termly topics. Each year group selects their own unique topics ensuring that topics are not repeated, and pupils' experiences are rich and diverse. Uniting the year groups are Umbrella themes, from which the topic web is created. The topics incorporate a wide range of subjects, including but not limited to; History, Geography, Science, ICT, Art and Design, Languages and Music.

## **Curriculum & Skills**

Primarily skills-based, Housians learn through trial and error, exploration, investigation and practical activities which embed learning and enhance overall development. The topics are chosen to inspire, engage and provide a balanced and broad understanding that will underpin their future studies and contextualise their place in a rapidly changing world.

## **T&L Strategies**

Our Creative Curriculum provides memorable experiences and rich opportunities for high quality learning. Each topic includes a Stunning Start (eg the arrival of a mysterious artefact or surprise event), a Marvellous Middle (e.g an experience day or trip) and a Fabulous Finishe (e.g a topic themed celebration or Come and Share event with families). Each of these events are built into the topics to further enhance the pupils learning. Underpinned by high-quality, diverse resources and a continuing cycle of review and evaluation, the schemes of work and lesson plans are designed to:

- Create an active, stimulating and challenging learning environment, including outdoor learning
- Provide opportunities for creativity, discovery, investigation and questioning  
Adopt flexible teaching methods; including hands-on activities, group work and individual tasks
- Provide opportunities for 'Choice, Challenge and Collaboration' in their learning  
Support different learning styles into their teaching
- Provide opportunities for learners to share and celebrate their work and experiences both with their peers and across year groups.