



PACKWOOD HAUGH SCHOOL

Curriculum Policy

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Signed: <i>James Pitt</i> , Chair of Governors	

Curriculum Policy

*This policy can be made available in large print or other accessible format if required.
This policy will be reviewed on an annual basis.*

The most important aspect of the school's life is undoubtedly the academic work. Packwood has always striven for excellence and has always maintained a high academic standard. At one end of the scale this has led to a consistently high number of academic awards to senior schools each year, but of equal importance the academic atmosphere has brought out the best in the not so gifted boys and girls in what is a non-selective school. We provide a full-time supervised education for all pupils of compulsory school age at Packwood Haugh School. We aim to provide all pupils of Packwood Haugh School with speaking, listening, literacy and numeracy skills. For children in Years 7 and 8 we provide opportunities to think about careers and can offer careers guidance. Please refer to Careers Policy.

Details of the EYFS Curriculum can be found in the Acorns Department Handbook and can be provided on request.

The Packwood Haugh Curriculum, across the range of academic subjects, is designed

- a) to prepare children for 11+ assessment (usually for 13+ entry), 13+ Common Entrance and 13+ Scholarship;
- b) to instil an enthusiasm for learning and for individual subjects;
- c) to develop the appropriate work ethic and self-motivation; and
- d) to help each child to reach his or her academic potential in each subject.

Children who begin in Packwood Acorns (pre-prep) follow a curriculum weighted towards the basics of Literacy (with Phonics), Maths and Reading (see Acorns Department Handbook). Nevertheless, Acorns pupils also take advantage of the facilities and expertise from the main school in preparation for their time there. This includes curriculum time for French and Spanish, ICT, PE, Swimming, Music and Forest school.

As they progress through the school, Packwood pupils follow an increasingly broad, subject-based curriculum in line with the school's educational aims. The academic subjects taught are: English, Maths, Science, French, History, Geography, Latin, ICT and Religious Studies. Ancient Greek is also taught to the top forms in Years 7 and 8 in preparation for possible scholarships. Mandarin Chinese is also taught to small groups of all ages at parents' request.

Staff are encouraged to make full use of the school's grounds and facilities, as well as run educational trips in order to instil enthusiasm for individual subjects. We also organise occasional 'off-curriculum' days to develop enthusiasm for learning and wider world issues.

A small number of children follow a less broad timetable in preparation for Common Entrance. This usually involves extra 'non-Latin' lessons to support key skills (reading, spelling and general literacy work) in place of Latin.

Other, non-examined, subjects also form part of the weekly timetable: Art, CDT, Drama, Music, P.E., PSHE and Verbal Reasoning. PSHE is also delivered through the program of regular assemblies, as well as Religious Education lessons. The children's communication

skills are developed through regular speaking exams (Years 4 and 6) and yearly class assemblies (Years 3-5), as well as two school plays.

The individual syllabus for each subject is written by the Head of Department by consultation with the other teachers within the department. Regard is had to the ISEB Common Entrance syllabus, the National Curriculum and the individual requirements of senior schools.

Provided that the pupils are suitably prepared for examinations, Heads of Department are at liberty to devise a syllabus that reflects their personal views. The syllabus should provide the framework to both instruct and enthuse the pupils. Each departmental syllabus is reviewed regularly by the senior staff team as part of the Departmental Review Scheme.

A streaming system operates in the main school from Year 5 upwards. The top stream children, who may go on to sit scholarships, are gradually accelerated so that they are a year ahead of their peers by the end of the penultimate year. The remaining streams proceed at a pace suitable for the ability range. Occasionally parallel streams are created where the academic range of a number of pupils is relatively narrow. Where possible and where appropriate Maths is setted from Year 3.

Senior children (Years 6-8) are set two preps per evening four times a week. They also have at least one 45-minute supervised session of Study Time per week after tea. With guidance from teachers, the aim here is to encourage good study habits in preparation for senior school.

Our well-resourced and highly experienced learning Support Department is available to help those with special educational needs and to ensure that those pupils with a statement/EHC plan have the requirements of the statement/EHC plan met and those statements/EHC plans are reviewed annually. Pupil Profiles are written for each pupil with special educational needs and made available for all teachers via the school intranet and in hard copy.

A reward system for good work (Golds, Silvers and Bronzes) creates motivation and enables the pupils to gain points for their 'Six'. Regular assessment grades are given by subject teachers to indicate to pupils, staff and parents where progress is a good or in need of improvement (see Assessment Policy).

Marks are given by individual teachers for children's work throughout the term. Exam scores are also recorded. The exam scores are not published to the children, but are conveyed to the parents via the end-of-term reports.

A very high proportion of our pupils go on to a major independent schools. Pupils from Year 6 onwards are given individual interview practice to support their applications to senior schools where needed. Over the years the boys have gone to Eton, Harrow, Malvern, Oundle, Radley, Rugby, Shrewsbury, Uppingham and Winchester. We also send boys to more local independent schools such as Wrekin and Ellesmere.

The girls go to schools such as: Cheltenham Ladies College, Downe House, Rugby, Malvern, Shrewsbury, St. Mary's Ascot, Tudor Hall, Uppingham and to the local schools – Moreton Hall, Shrewsbury High School, Ellesmere and Wrekin.

The children are taught the importance of hard work, and to accept a share of the responsibility for their work. But all this is achieved without undue pressure. We believe that too much pressure can lead to artificial standards and problems in the future.

With a highly qualified staff, small classes and the right working relationship, we are able to achieve our aims.