



# SURBITON

HIGH SCHOOL

## Surbiton High Girls' Preparatory School Curriculum

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## Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

### Our Values

#### **We are compassionate:**

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

#### **We are respectful:**

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

#### **We are courageous:**

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

#### **We are inquisitive:**

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

#### **We are a community:**

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mindset and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges



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We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning

## United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

## Policy Statement

The Surbiton High School curriculum is designed to meet the overall School aim of bringing out the best in everyone: to discover the best in everyone, to expect the best in everyone, and to support everyone to achieve their personal best.

Surbiton High School provides full time supervised education for pupils of compulsory school age (ages 5-16) and education appropriate to pupils at the EYFS and pupils aged 16-19. The curriculum is designed to allow scope for the development of their talents and interests at all stages, as well as to act as an effective preparation for life in British society. The curriculum 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.

Surbiton High School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy.

The curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, the most able and for those for whom English is an additional language. For the latter, the School takes reasonable steps to provide opportunities for the pupils to develop and use their home language in play and learning, thus supporting their language development at home.



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In addition, we provide a PSHCE programme which gives pupils experience in Personal, Social, Health and Citizenship Education and Career Guidance appropriate to the age and ability of its pupils. Details of how this is delivered can be found in the relevant policy document (PSHCE policy and Schemes of Work). Opportunities for spiritual, moral, social and cultural development (SMSC) are also embedded across the curriculum. More details can be found in the PSHCE policy and schemes of work.

The curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the School. Where political issues are brought to the attention of the pupils, they are offered a balanced presentation of opposing views.

The curriculum is planned to be appropriate to the age, gender, ethnicity and aptitude of its pupils; where a pupil has identified specific learning difficulties appropriate support and guidance is provided through their Individual Education Plan/Learner Profile; where a pupil has an EHCP, education is provided to meet its requirements (Ref: Special Needs and Learning Support Policy) and reviewed annually.

Our specific curriculum aims are: -

- to provide a variety of learning experiences that are broad, balanced, challenging and enriching
- to nurture intellectual curiosity, creativity and independent thinking
- to create opportunities for leadership and challenge
- to foster a lifelong love of learning
- to encourage hard work and commitment
- to develop the skills of speaking, listening, literacy and numeracy
- to ensure continuity and progression
- to develop spiritual, moral, social and cultural values
- to prepare pupils effectively for their subsequent education and the opportunities, responsibilities and experience of adult life in British society

Alongside these curriculum aims, Surbiton High School focuses on developing core learning habits within our pupils to ensure they are fully equipped for life beyond School. Guy Claxton identifies four key habits we have as learners, and these underpin Surbiton High School's curriculum design as well as our delivery of lesson content.

- Emotional habits including managing distraction, engaging, persevering, becoming absorbed, struggling and taking risks
- Cognitive habits including questioning, making links, reasoning, imagining and capitalising
- Social habits including collaborating, listening, imitating and pondering
- Strategic habits including distilling, planning, revising, adapting and making choices

Surbiton High School implements a written policy on the curriculum which is supported by curriculum overviews and planning documents. The overview of the curriculum is shared with parents at the beginning of each term to keep them informed of the specific skills and topic areas to be studied.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our Girls' Prep School, including those in our EYFS setting.



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Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is available to relevant parties, including parents and prospective parents, in accordance with our statement on the provision of information and should be read in conjunction with our Special Educational Needs and Disability policy.

This document is reviewed annually by Alexis Orlovac, Deputy Head of Surbiton High Girls' Preparatory School, or as events or legislation require, and in addition is subsequently checked and monitored by the School's Compliance Officer. Once checked by the Compliance Officer, this policy is sent to LGB Members so that they can familiarise themselves with it and monitor its implementation going forwards. The next scheduled date for review is March 2024.



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## Curriculum Structure

### Early Years Foundation Stage

There are 10 teaching periods, each lasting 30 minutes.

In the Early Years classroom (Reception) learning takes place in sessions that are less restricted by time constraints. The provision of activities in the Early Years (Reception) classrooms is appropriate to their educational needs in relation to personal, social, emotional and physical development, communication and language skills. Each area of learning is implemented through planned, purposeful play.

There are 4-6 members of staff who are the key people for the Reception children and are responsible for ensuring that their learning and care is tailored to their individual needs.

The seven Areas of Learning – 3 prime and 4 specific:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas of learning are implemented through a balance of adult-led, adult-framed and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

These areas are distributed appropriately across the week. Pupils are provided with adult-led, adult-framed and child-initiated activities during the week. Specialist teaching begins in the Early Years for Languages (French), PE and Music. The girls have 2 lessons of French, 2 lessons of Music, 1 lesson of choir and 4 lessons of PE per week

### Key Stage 1

Each year group has a half termly or termly topic and where meaningful links can be made, subjects will align with the particular topic. On occasion, the timetable will be amended to support this topic-based approach, for example, project based learning opportunities.

There are 10 teaching periods in a day. Lessons are 30 minutes.

The curriculum becomes more formal at this stage of the girls' learning with carefully planned transition from EYFS to Key Stage One.

Specialist teaching continues for Languages (French in Year 1 and 2), PE and Music. Swimming is taught as part of timetabled PE lessons.

A smooth transition is provided for the girls moving from Key Stage 1 to Key Stage 2. Continuity and progression of learning are ensured through close tracking and staff discussion.

Please see structure below:

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	Year 1		Year 2	
	Number of periods	Number in A Group	Number of periods	Number in Group
<b>English</b>	10	20	11	20
<b>Phonics</b>	4	6-8	3	6-8
<b>Mathematics</b>	10	20	10	20
<b>Science /Forest School</b>	3	20	3	20
<b>Computing</b>	2	20	2	20
<b>Humanities</b>	2	20	3	20
<b>PSHCE</b>	2	20	2	20
<b>Art/DT</b>	2	20	2	20
<b>Music</b>	2	20	2	20
<b>Choir</b>	1	80	1	80
<b>PE (including swimming)</b>	7	20	7	20
<b>MFL</b>	2	20	2	20
<b>Assembly</b>	2	Whole school	2	Whole school
<b>Totals</b>	50		50	



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## Key Stage 2

Each year group has a half termly or termly topic and where meaningful links can be made, subjects will align with the particular topic. On occasion, the timetable will be amended to support this topic-based approach, for example, project-based learning opportunities.

There are 11 teaching periods in a day with lessons lasting for 30 minutes.

Through formative and summative assessment, we identify pupils who would benefit from stretch and challenge activities. These are provided through careful planning, a mastery approach to teaching and learning, and other additional opportunities within the curriculum, including the co-curricular programme.

Girls who join us for ad hoc places are integrated into two mixed-ability classes.

Languages (French and Spanish) are taught over 3 lessons throughout Key Stage 2, with the exception of Year 3 who have 2 lessons of French.

From Key Stage 2 the teaching becomes less Form-Teacher based and takes on a more specialist teacher approach.

**Year 3 and 4:** in addition to specialist teaching for Languages, PE and Music, English and Mathematics is taught in 3 mixed ability groups across the year and certain other subjects may be taught by teachers other than the Form Teacher, dependent on current staff specialism.

**Years 5 and 6:** the girls in these year groups are taught by specialists for the majority of the curriculum. Mathematics and English are taught in 3 groups across the year group according to the needs of the pupils.

Through CCT lessons, we aim to teach and develop creative and critical thinking to equip girls with the skills we believe are essential for life after school. Girls are encouraged to take risks, think outside the box, explore the design process (incorporating Design and Technology) and develop problem solving, both independently and as part of a team.

Most girls naturally progress to Surbiton High School Senior School. Girls can choose to sit the exam in order to secure an academic scholarship. All Year 6 pupils sit the entrance exam to ensure parity of experience and to showcase what they have learned through their time in Key Stage 2.





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Please see structure below

	Year 3		Year 4		Year 5		Year 6	
	Number of periods	Number in Group	Number of periods	Number in Group	Number of periods	Number in Group	Number of periods	Number in Group
<b>English</b>	10	16	10	24	10	16	10	16
<b>Reading</b>	3	24	2	24	0		0	
<b>Mathematics</b>	10	16	10	16	10	16	10	16
<b>Science</b>	4	24	4	24	4	16	4	24
<b>Computing</b>	2	24	2	24	2	24	2	24
<b>Humanities</b>	3	24	3	24	3	16	3	24
<b>PRS</b>	2	24	2	24	2	24	2	24
<b>PSHCE</b>	2	24	2	24	2	24	2	24
<b>Mentoring</b>	1	8	1	8	2	8	2	8
<b>Art</b>	2	24	2	24	3	24	3	24
<b>Music</b>	2	24	2	24	2	24	2	24
<b>Choir</b>	1	96	1	96	1	96	1	96
<b>Creative and Critical thinking</b>	2	24	2	24	1	24	1	24
<b>Games</b>	3	16	3	16	6	16	6	16
<b>PE</b>	2	24	2	24	1	24	1	24
<b>MFL</b>	2	24	3	24	3	24	3	24
<b>Drama</b>	2	24	2	24	1	24	1	24
<b>Assembly</b>	2	Whole school	2	Whole school	2	Whole school	2	Whole school
<b>TOTALS</b>	55		55		55		55	



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## Procedures for review and development

A Whole-school Curriculum Review is conducted at regular intervals. Yearly reviews happen to ensure that the curriculum is current, engaging and meets the needs of each new cohort of pupils. This review is done by the Head, the Deputy and all of SLT, before being considered by all staff involved in the delivery of the curriculum.

## Document Information

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Reason for Version Change	Annual review
Name of owner/author	Alexis Orlovac
Name of individual/department responsible	Alexis Orlovac, Deputy Head of Surbiton Girls' Preparatory School
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