

IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Ipswich High School Curriculum Policy

2024-25

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Ipswich High School is a proprietorial school owned by Ipswich Education Limited (IEL), whose Board has the legal responsibility to ensure that all regulatory

requirements are met. This means that the Proprietary Board has a role that is different to many independent schools. It is the role of the Proprietary Board to provide the school with strategic guidance and oversight. The Proprietary Board, therefore, have powers of scrutiny and are enabled to make recommendations for change and improvement. The Proprietary Board are supported by voluntary advisors who will offer their advice as a "critical friend". Board meetings are held every term.

Introduction

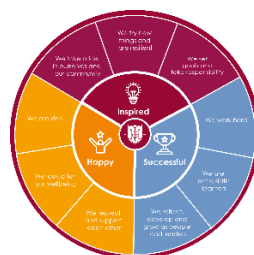
This policy reflects the requirements of a curriculum which covers a broad range of subject disciplines, as detailed on the standards as outlined in the Schedule to the Education (Independent School Standards) Regulations 2014. Ipswich High School's curriculum considers the ages, aptitudes and needs of all pupils, including those pupils with an EHCP, and those with protected characteristics as outlined by the Equality Act.

Intent

At Ipswich High School our curriculum is designed to: recognise pupil's prior learning, provide firsthand learning experiences, allow the pupils to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our broad and balanced curriculum is designed to provide an excellent all-round individual education for pupils aged 3-18. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that their educational experience should be a happy, investigative, and enquiring time, encouraging the pursuit of academic excellence through intellectual curiosity, independence of thought and openness to new ideas and there is a thirst for new experiences and knowledge.

Our curriculum is underpinned by all pupils being 'Inspired, Happy and Successful' and we use these values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Our Curriculum is a solid foundation on which our school is built to enable our pupils to have 'Foundations to Flourish'.



Implementation

Curriculum

We aim to ensure a smooth transition for all pupils between each key stage. Pupils continue to experience a broad, balanced and stimulating curriculum that embraces opportunities to learn both indoors and outdoors. Pupils are encouraged to ask questions, wonder why and find out what happens if...? The breadth of the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Pupil's learning is planned carefully to ensure continuity of provision, experience and attainment throughout the Key Stages. The curriculum is approached in a variety of ways to embrace all learning styles.

Planning

Teaching staff are responsible for ensuring that all pupils have the opportunity to learn in the classroom by ensuring lessons are well-prepared, appropriately targeted and take account of the needs of individuals. Opportunities to learn are presented through creative approaches to teaching and learning, designed to stimulate effective motivation for learning in the classroom and for life-long learning.

Teachers plan and teach a stimulating and challenging curriculum.

- Long, medium and short term planning (Prep) or Schemes of Work (Senior School) ensures full curriculum coverage across the school.
- Planning informs teachers day-to-day practice and ongoing assessment for learning. This enables teachers to plan responsively according to the children's understanding and interests.
- Teachers recognise the importance of children retrieving knowledge from prior learning and making cross-curricular links. There is planned progression in all curriculum areas.
- Subject leaders (Prep) and Heads of Department (Senior School) have devised a curriculum map to ensure all pupils have a progression of knowledge and skills from 3-18.

All medium term planning / schemes of work are progressive from year to year and prepare all pupils with the foundations of skills and knowledge required from 3-18. The curriculum is designed to give all pupils experience of a breadth of knowledge and skills for each subjects so they can find their own individual strengths and interest. This then enables all pupils to refine their own curriculum into Year 9, where a good breadth is still maintained prior to pupils opting for their GCSE subject choices.

Woolverstone Hall Nursery and Reception

Woolverstone Hall Nursery and Reception adheres to the promotion of learning and development of pupil's as set out in the Early Years statutory framework 2021.

In the Early Years Foundation Stage, children learn best through play, and we provide children with appropriate play, discovery and learning experiences for their stage of development and help them develop new skills.

There are four guiding principles that shape our practice in our EYFS setting. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured:
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers: and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that shape the educational programme in our EYFS setting. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and are building their capacity to learn, form relationships and thrive. These areas, the prime areas, are:

- Communication and language;
- Physical development: and
- Personal, social and emotional development.

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The EYFS is taught through a well-planned play-based approach to learning and development. We are continually observing the children and building up an individual profile. It is through these observations that our planning takes place.

At Ipswich High School, the EYFS curriculum is extended and enhanced in a number of ways, for example, our physical education provision, our specialist teaching input for music, languages, dance, music, swimming, and our use of the outdoor environment through Forest Schools, all go far beyond the national requirements (please refer to EYFS policy for extra information).

Prep (Year 1 upwards) and Senior School

Ipswich High School's curriculum is a bespoke programme of study, using the objectives from the national curriculum as guidance and foundation on which to build planning and teaching for the development of Pupil's knowledge and skills.

Specialist Teaching at Prep

All pupils in EYFS, as well as Key Stages 1 and 2, receive a range of specialist teaching in, French or Spanish, Music, PE, Dance, and Swimming. Our specialist Design Technology department also support a range of DT projects across the Prep School. In Year 6 Art is taught in one of the Senior School Art Rooms by a specialist teacher. In Science, Year 5 and 6 pupils have the opportunity to be taught in the Senior School Science laboratories. Year 6 also benefit from specialist teaching in Food technology in the Summer Term, taught by the Senior Food Technology department. Ipswich High School has a PRIMO programme, which enables children to learn different musical instruments from Year 2 to Year 5. Each Year group (from Year 1 – Year 6) have Forest School timetabled on a rota basis, across the academic year. This is a child-led programme which aims to increase the children's knowledge of the importance of forests, woodlands, and the natural world. This learning experience also helps develop confidence, physical skills, emotional resilience, problem solving, communication and language skills.

Senior School

In the senior school, all lessons are taught by specialist teachers. As a response to national reform at both GCSE and A level, 'in-depth learning' across the curriculum has never been more significant. We provide pupils with the teaching time and academic rigour to achieve their full potential in all the subjects that they take, ensuring quality above quantity at all levels.

The Senior School timetable is based on a fifty-period fortnight. There are five 55-minute lessons each day. The allocations which are taught in each subject per fortnight are identified in Appendix 1.

Our curriculum allows pupils to discover, investigate, question and engage in hands-on experiences across all curricular areas, through class teaching and whole school subject area days. We ensure that pupils learn in a way that enables them to make vital links between their subjects, thus putting their learning into a meaningful cross-curricular context.

Careers

Careers guidance at Ipswich High School is designed to equip pupils with the skills, knowledge and understanding to manage their own lifelong learning and career development, enabling them to understand and develop their individual capabilities and preparing them to play a full part in the fast-changing world. Information about careers is presented in an impartial manner; enables pupils to make informed choices about a broad range of career options and helps them to fulfil their potential.

Some careers guidance is provided through the PSHE programme and also throughout the mainstream curriculum in lessons. This may include individual subjects providing opportunities to attend specific career focused conferences, inviting in

outside speakers or providing specialist support and guidance for students when making GCSE and A Level choices with a particular career or vocation in mind

For Prep, we use Picture my Future alongside an aspirations day to begin the careers journey for our pupils. This develops in Year 7 and Year 8 where the focus is on developing self-awareness and an understanding of the importance of relationships with others to support their emerging career aspirations. Year 9 pupils take part in 'Take Your Child to Work Day'. Extensive preparation work is also undertaken in preparing pupils when making their GCSE choices. This includes a series of tutorial activities, workshops and open evenings, all supported by subject staff, Heads of Year and Department.

Pupils in Year 10 undertake a career profiling exercise with the Morrisby platform. This is then followed up with an interview with the Head of Years 10/11 or the Head of Sixth Form in preparation for making post-16 choices. After their GCSE examinations the pupils also undertake a two week work experience.

To further supplement the careers programme to help enable pupils to develop life skills they can work towards achieving their Bronze, Silver and or Gold Duke of Edinburgh Awards, participate in various competitions, raise funds for charity, run enrichments, board on a flexi or full-time basis as well as learn basic cookery in years 7 and 8.

In the Sixth Form pupils are introduced to the UCAS process and explore course and career choices. This is supported by a range of guest speakers and visits to Higher Education institutions.

The IHS Way

The IHS Way – The ISH Way are 8 teaching and learning strategies which are implemented across the whole school. All 8 of these teaching and learning strategies are research based and we provide staff with an overview on what excellence practice in this area might look like, why we implement these and guidance on where further CPD can be found. The 8 areas of the IHS way are;

Meet and Greet

In and On

Regularly sharing our curriculum maps with our pupils

Considering the needs of all learners

Implementing Retrieval Practice and responding with reactive teaching

Promoting consistent learning behaviours

Implementing a seating plan

Impact

Progress & Attainment

At Ipswich High School, we believe it is essential that all pupils have the opportunity to learn and ensure maximum progress in order to reach their full potential. The curriculum is designed to be sufficiently challenging for the most-able students as well as maintaining accessibility for all.

Teaching staff use the assessment procedures (both summative and formative) to appropriately plan lessons to facilitate progress for all pupils and to enable them to engage effectively with their learning.

Results from PIRA and PUMA (Prep School) and MidYIS and Alis (Senior School) testing is made available to staff and is used to help monitor progress made by all pupils. Formal Pupil Progress meeting, using both formative and summative assessments, take place once a term at Prep. At the Senior School, progress of specific pupil cohorts e.g. EAL, more able pupils, SEN, pupil gender and so on are monitored internally from internal assessment data and are also reviewed from external examination data. This information is shared with Heads of Year and Heads of Department and is used to identify if there are specific trends, which then drives interventions if required. The *Inclusion and SEN* policy, along with the *EAL policy* both outline the actions taken to try and ensure that the progress of these specific pupil cohorts is in line with their peers.

Pupil Assessment

All Pupils are encouraged to be involved in their own learning and are asked to reflect on the progress they are making in individual lessons or as an overview. Pupils in year 3-6 are expected to self assess their English and Maths work at the end of every lesson. Pupils in Years 7-13 use a combination of peer and self-marking strategies during lessons to reflect on and improve their work and learning. Formal, full reports are seen by the pupils during report readings and discussed with tutors before going home.

Monitoring

Book looks for English, Maths and Science are carried out once a term at Prep and this scrutiny includes all teaching staff during a staff meeting. Subject Leads at Prep carry out additional monitoring for their subject across the academic year and this includes pupil voice and a book look.

At the Senior School, pupil learning and progression is reviewed on a regular basis and is monitored within departments, as well as by Heads of Year and SLT. Subject leaders monitor and evaluate their subject and plan future developments within their subject area. Book looks are carried out on a rolling bases, with changing foci, such as gender, year group, subject etc.

Reporting

English, Maths and Science are reported to parents termly. All foundation subjects are assessed as they are taught, and reported on at the end of the academic year, using the same assessment grading as core subject areas. Through this assessment process, staff and parents are able to recognise where individual pupils need extra stretch and challenge or require further support. Parents can contact the school at any time to discuss their child's progress in any aspect of the curricular or extra-curricular programme. There are formal opportunities for contact between school and parents at least once a term, either in parents' meetings, tracking reports or full written reports.

Equality

Ipswich High Prep School is committed to enable all pupils to have the same opportunities and will not unlawfully discriminate against, or treat less favourably, any pupil on the grounds of race, disability, religion or belief (or lack thereof), sexual orientation, gender reassignment or pregnancy or maternity (protected characteristics). Ipswich High Prep School is committed to not discriminate against, or treat less favourably, any pupil or applicant to the school because they are perceived to have one of the protected characteristics or are associated to with someone who has a protected characteristic. All pupils and staff are encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

Ipswich High Prep School aims to support all children and their individual characteristics and needs, throughout the curriculum and enrichment opportunities. All staff encourage mutual respect and self-esteem, through the use of the aims and values of the school, reminding children of these, and reinforcing their importance, through PSHE lessons, circle time and assemblies.

Pupils are encouraged to take a full and active part in all school activities, including out of school activities such as school trips, residential trips. Through the expertise, advice and support of the School Nurse, the EVO officer and the SENDCO, teachers and support staff are able to ensure that all pupils are able to take part in the wide range of activities on offer, both within the curriculum and the enrichment programme.

The schemes of work in RPE and PSHE are chosen carefully to reflect both the diversity of pupils in the school, and to celebrate diversity across our world, strongly supported by assemblies. The breadth and flexibility of our curriculum supports teachers in reviewing their teaching methods, schemes of work, displays and resources to allow for differentiation to reflect the wide range of experiences of the pupils, their cultures and abilities.

(Please refer to Ipswich High School's Whole School Equal Opportunities; Inclusion; Special Medical, Provision for pupils with Religious, Medical, Dietary or Cultural Needs; and SEN Policies).

EAL

Pupils who have EAL needs are given additional support in small groups to help them progress and this provision is outlined in our *EAL policy*.

SEND

We are committed to offering an inclusive curriculum to ensure that all our pupils can make progress to reach their full potential, regardless of their need or ability. Ipswich High School ensures that provision is made for our pupils with statements and EHC plans and that we provide an education which fulfils the requirements. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. Class teachers identify pupils with special needs through observations, classwork, assessment, and parental contribution.

More Able

The curriculum is carefully constructed to provide opportunity and challenge for all pupils who attend the school and does not label students as gifted and talented, as this can have the adverse effect on their motivation for learning. However, Ipswich High School still feel that it is important to monitor the progress of pupils, identifying existing areas of strength and interest and facilitating maximum progress.

The Most Able and Talented Lead regularly records and updates a list of identified more-able and talented children, which is readily available to all staff across the Prep School.

Identified children are then stretched and challenged in a variety of different ways, both in and outside of the classroom. For example, they could be invited to exclusive enrichment clubs to develop their talents in specific subject areas: e.g. Concert Band, Stem, Formula 1 Goblin, or gymnastics. In addition, a wide variety of competitions are introduced into the academic year that give opportunities to the most-able children, such as Young Musician of the Year, matches and galas in a wide range of sporting activities (including skiing, cross country races) on both local and national arenas, Young Art East Anglia and the Primary Maths Challenge.

Throughout the Curriculum, staff are encouraged to use a variety of formats and approaches to stretch and challenge all pupils. This includes ideas giving success criteria and investigations to deepen children's understanding and encourage 'Mastery' of a learning objective; for example, children are encouraged to answer, prove and explain their answers using their reasoning skills to be able to evaluate, analyse and synthesise their learning. This extension can take a variety of forms.

All lessons are designed to promote an enthusiasm for learning and to provide challenge, encouraging each individual to develop their gifts and talents. This recognition of the individuality of each pupil extends to our extra-curricular activities and students are encouraged to be involved with as many areas of interest as possible, whether sporting, musical, artistic, linguistic, technological, scientific, mathematical, philosophical, cultural or human and social.

British Values

The curriculum also upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

As detailed on the standards as outlined in the Schedule to the Education (Independent School Standards) Regulations 2014, Ipswich High Prep School ensures

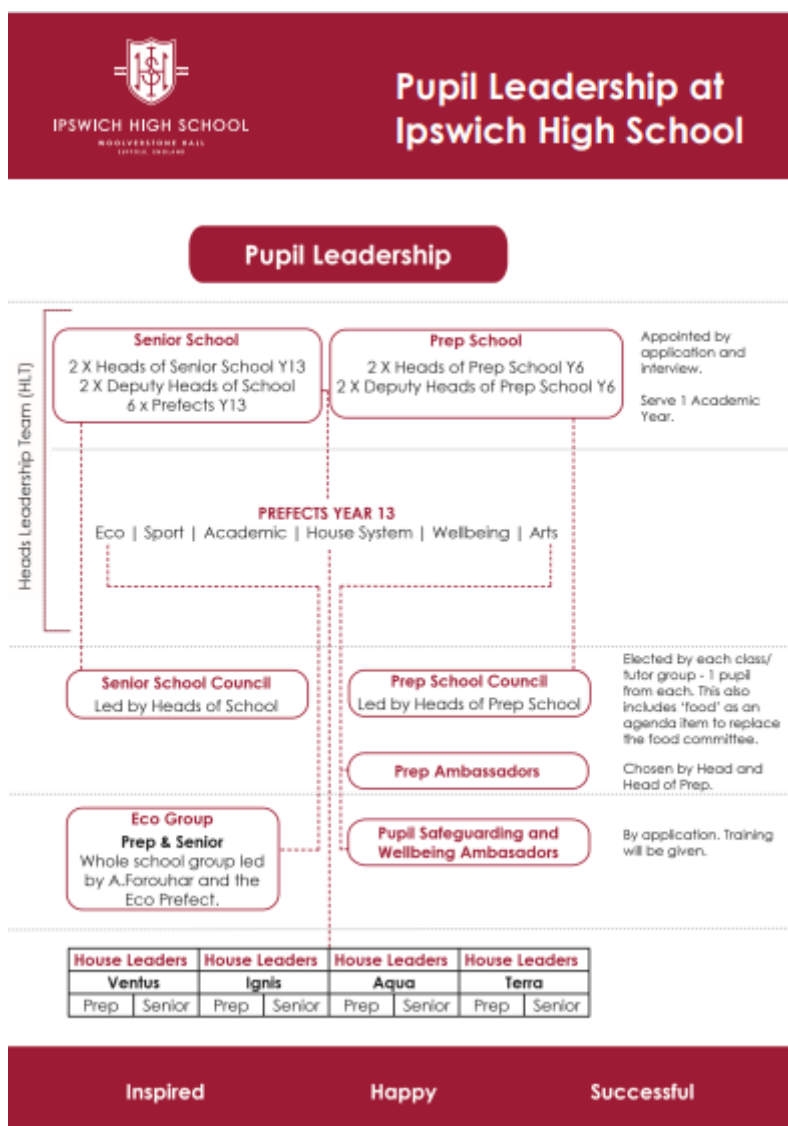
that the curriculum enables children to be prepared for the opportunities, responsibilities and experiences of life in British society. As a school, we present an effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society through whole school activities (for example, in assemblies) as well as within the curriculum (for example in PSHE, RPE and school trips) and enrichments. Each week, at Prep 'Picture News' assembly is delivered to the Whole School, covering current affairs and events, promoting healthy debate and discussion. In the Senior School, we use Votes for Schools as a weekly tutor resource to engage with current affairs and provide a democratic voice.

Heads Leadership Team (HLT)

Leadership opportunities are provided throughout the school. Year 5 – 11 have the opportunity to be part of the Safeguarding Team. In Year 6, pupils can be awarded the following leadership roles: house captain, sports captain, Head of Prep, Deputy Head of Prep or an Ambassador. All forms in Years 7-11 elect Form Captains, and the house system allows pupils in Year 11 to experience a leadership role as Deputy House Captains. Year 12 students act as House Captains, working closely with their deputies and their supporting member of SLT, along with the Deputy Head (Pastoral). Pupils in the Sixth Form can also stand for election as Heads of School, and for many other responsibility roles as members of a diverse Prefect Team.

Pupils can also develop their understanding of responsibility by representing their form on the School Council or by involvement in fund-raising initiatives. Issues of citizenship, democracy, environmental awareness and life beyond school are frequently addressed in assemblies, as well as in other areas of the curriculum.

The timetabled curriculum, the enrichment provision and the PSHE programme at Ipswich High School provide a vibrant, rich and balanced overall experience, preparing pupils for the opportunities, responsibilities and experiences of adult life.



Enrichment

All pupils are encouraged to engage in extra-curricular activities to provide greater breadth to their academic studies and to promote the moral, aesthetic, physical and social development of every pupil. This is our pupils' opportunity to direct and shape their personal passions and interests.

We have a rich and varied enrichment programme throughout Ipswich High School. All pupils have the opportunity to take part in activities. All Pupils have an Enrichment brochure from which they can choose a variety of clubs; these take place at lunch time and at the end of the school day, and the Enrichment programme changes each term.

(Please refer to the term's enrichment timetable for an example of the broad range of opportunities available).

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