



# Curriculum Policy

**Last review date: August 2024**

**Next review date: August 2025**

## **Vision**

Pembridge Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that



happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembridge Hall girls are nurtured, challenged and empowered to succeed.

### Aims & Values

At Pembridge Hall we aim for all Pembridge girls to:

**BE INDIVIDUAL** - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

**BE KIND** - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

**BE CURIOUS** - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

**BE ASPIRATIONAL** - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

**BE RESILIENT** - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

**BE RESPONSIBLE** - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.

### Introduction

The curriculum refers to the vast array of planned opportunities we organise to promote learning and personal growth and development across the school. It includes not only the formal requirements of study that enables pupils to acquire specific knowledge and skills but also the range of extra-curricular activities organised, to enhance the schooling experience. The 'hidden curriculum', the unwritten, unofficial lessons, values and perspectives that are learnt in school remains paramount to the development of the whole child. In its entirety, the curriculum is designed to provide a secure and enriching basis for academic progress at each stage of a pupil's development. We aim to develop



positive and responsible people who can work and co-operate with others whilst developing a life-long love of learning to achieve their true potential.

We follow and extend the National Curriculum and expect the pupils to work well above expected national norms within the subject areas. The curriculum is designed to provide breadth and depth and the subject coordinators work along the Assistant Head Academic, Curriculum & Learning to oversee, review and monitor the teaching of their subjects across the school.

### **Curriculum Aims and Objectives**

The aims of our school curriculum are:

- To provide a broad and balanced curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education in a secure and stimulating environment.
- To ensure the curriculum structure allows pupils to work with concentration and enthusiasm, promoting the excitement and enjoyment of learning.
- To allow for a continuous process of assessment which feeds back into lesson design.
- To acquire well-developed speaking, listening, literacy and numeracy skills.
- To foster the importance of each pupil as an individual, equipping her with the skills to become a life-long learner and a well-rounded, happy and self-confident child.
- To provide full-time, supervised education for all pupils of compulsory school age.
- To encourage tolerance, mutual respect, courtesy, and thoughtfulness for others in school and in the wider community, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We aim to instill these values through our planning, teaching and extracurricular activities and experiences.
- To ensure that all pupils have the opportunity to learn and make good progress according to their abilities, and the different ages, aptitudes and needs of all pupils (including those pupils with an EHC plan) within the school are catered for.



- To reflect the school's aims and ethos across the curriculum and, in particular, through personal, social, physical and mental health and economic education.
- Through personalised learning we encourage girls to develop their talents, interests, and self-belief.
- To prepare pupils for their senior school entrance examinations including the opportunities, responsibilities and experiences of life in British society.
- To ensure effective implementation of the curriculum aims and objectives.

### **Protected Characteristics**

The Equality Act 2010 uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

At Pembridge Hall, protecting these characteristics is embedded across our curriculum. Additionally, we explicitly teach (in an age-appropriate way) Protected Characteristics through assemblies, PSHEE lessons, anti-bullying sessions and during circle times when necessary.

### **Organisation**

In the Lower School, the children are taught mainly by their class teachers except for the following subjects which are taught by specialists: Art, Music, PE, and Drama. In addition, from Year 1, French and ICT are taught by specialists and from Year 2, pupils learn Science with a specialist teacher in the science laboratory.

In Year 3, Maths and English are taught in four mixed ability sets and Reasoning is introduced into the curriculum. From Year 4 onwards, English and Maths are set according to ability. An overview of the areas being covered in all subjects during each term is available for parents to view on Firefly.

### **Children with Additional Needs**



The curriculum in our school is designed to provide access and opportunity for all children who attend, including those considered to have SEND or who are classified as EAL. If it is necessary to adapt the curriculum to meet the needs of individual children, we do so where possible, in consultation with parents, the Head of Additional Needs and any other outside agency staff involved.

If a child has a specific need, our school does all it can to meet these individual needs. In most instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class structure. We provide extra resources and support for children with additional needs where appropriate.

The Head of Additional Needs, in consultation with the class teacher, provides strategies to support each of the children who are identified as needing additional support.

### **Academically Able and Gifted**

The school uses a system of setting from Year 4 in English and Maths, which aims to maximise opportunities for each pupil, including the most able pupils. We pitch our teaching to an aspirational level and provide appropriate scaffolding so that all pupils can reach the same challenging learning goals set within the class. Differentiation within sets and also within mixed ability classes engages, stretches and challenges all pupils of varying abilities.

Setting decisions are led by the Assistant Head Curriculum, Progress & Achievement in collaboration with the Heads of English and Maths and are decided by the school. We use the results from standardised assessments, in conjunction with the evidence of performance in class and internal examinations, to help identify pupils for appropriate groups.

The ability to analyse and discuss is as important as the accumulation of knowledge. We continue to investigate ways of providing a more challenging curriculum to ensure all pupils are catered for and ensure that our most able pupils are given the opportunity to extend their learning beyond the curriculum, including taking part in external competitions.

### **Nurturing Talents**

We seek to develop and nurture talent across the breadth of the curriculum and aim to identify talent as early as possible. We provide opportunities for pupils to display their talents to the wider community and use our clubs programme to support pupils in developing their talents further, with outside resources and facilities used where appropriate.

### **The Early Years Foundation Stage**

In 2019, Pembridge Hall sought exemption from the Early Years Foundation Stage, however, the Reception curriculum is underpinned and informed by the Early Learning Goals which are defined as below:



The seven areas of Learning which apply from 1<sup>st</sup> September 2021 are:

Area of Learning	Aspect	Early Learning Goals
<b>Personal, Social and Emotional Development</b>	<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



Physical Development	<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Literacy	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

Maths	<b>Number</b>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
	<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>



<b>Understanding the World</b>	<b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
	<b>The Natural World</b>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

At Pembridge Hall, we believe that these seven areas of learning are inter-dependent in promoting the development of a well-rounded child. The seven areas of learning help our Early Years practitioners plan the learning environment, activities, experiences and framework for the Reception curriculum. This does not mean that all pupils' learning is divided into these areas; one experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.





## **Key Stage One and Two**

Throughout the rest of the school, we use the National Curriculum schemes of work and various other published schemes for the basis of our learning. We adjust the objectives and topics to suit the needs of the pupils, encouraging all pupils to attain their full potential without being confined by the national targets. At Pembridge Hall, all areas of the traditional primary school curriculum are developed, including additional subject disciplines such as Reasoning, Current Affairs, Philosophy and Critical Thinking.

## **Planning**

Where relevant, we plan our curriculum in three phases.

*Long-term plans:* A long-term plan for each year group based on schemes of work for each subject is devised. This indicates the topics taught in each term and to which groups of girls.

*Medium-term plans:* These give clear guidance on the objectives to use when teaching each topic and the assessment criteria used by teachers to assess the girls' understanding. Each Medium-Term plan is created by the Subject Coordinators to ensure progression in skills and continuity in learning.

*Short-term plans:* These will set out the learning objectives for each session and identify resources and activities which are going to be used in the lesson. The plan may also identify the differentiation for each lesson at this stage.

All long, medium and short-term planning is saved on the Staff Shared Site so that all staff have access to them for teaching, learning and monitoring.

## **Teachers and Teaching Assistants**

We expect teachers and teaching assistants to be positive role models and to instill a love of life-long learning in the classroom. The Upper School (Years 5 and 6) includes specialist teaching for English and Maths and these teachers are considered experts in their field. All teachers are expected to independently focus on their own CPD to strengthen their teaching practice, and to take part in the Learning Evaluation process to evaluate the quality of teaching and learning across the school.

## **Planning and Preparation**

Teachers should plan lessons:

- Which spark curiosity and are intellectually stimulating
- Which allow pupils to progress in their learning
- Which have clearly stated lesson objectives
- Which allow pupils to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and evaluation
- Which are aspirational and enjoyable



- Which use stimulating resources including the use of ICT to enhance learning
- Which provide appropriate pace and challenge for all pupils
- Which support all pupils to achieve the same challenging learning goals through bespoke scaffolding
- Which use effective questioning to direct and challenge pupils

### **Teaching Styles**

Teachers should use teaching strategies which:

- Allow pupils to learn and make progress at their own pace
- Allow pupils to work both independently and collaboratively and which contribute to one another's learning
- Use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to the school Behaviour, Discipline and Exclusion Policy

### **Assessment, Recording and Reporting (see relevant policies for further detail)**

Teachers should:

- Regularly assess pupils' work in accordance with the school's Assessment, Report and Recording Policy
- Provide regular feedback to pupils in order to maximise the progress of all pupils
- Feedback and discuss assessment data in Pupil Progress Meetings
- Analyse progress to inform their teaching and support pupils' academic development
- Use data to ensure pupils are working to their full potential and set targets to help students to achieve this
- Inform parents and relevant staff within school of a pupil's progress or underachievement

### **Learning Support**

Teachers should:

- Be aware of the additional needs of their pupils in the class
- Consult with the SEND department about the needs of individual pupils when appropriate
- Work with other adults in the classroom to ensure pupils are best supported in their learning
- Use the summary of recommendations to personalise their teaching

### **Continued Professional Development**

Teachers should:

- Regularly update their subject knowledge and teaching practice in line with current developments and initiatives



- Discuss teaching and learning at curriculum meetings and planning meetings in order to share good practice
- Work collaboratively with a shared philosophy and commonality of practice

## **Learning**

We encourage pupils to:

- Come to school regularly and on time
- Follow the school's behaviour policy
- Become increasingly more organised as they progress through the school
- Take increasing responsibility for their own learning and to ask for help if required
- Take pride in their work
- Complete homework to enhance their learning and understanding

We encourage parents to work towards the school's academic aims by:

- Ensuring their daughter attends school in good health, regularly and punctually, avoiding term time holidays
- Ensuring that their child is dressed in smart school uniform
- Being realistic about their child's abilities and participating in discussions concerning their daughter's progress and behaviour
- Contacting the school as early as possible to discuss matters affecting their daughter's happiness, progress and behaviour
- Supporting their daughter in her learning, giving due importance to homework, listening to reading and assisting in the learning of Times Tables and spellings
- Providing support for discipline within the school and for supporting the role of the teacher

## **Quality of Teaching and Learning**

### **Teachers**

Teachers are responsible for the progress and for monitoring the well-being of pupils in their class.

This is achieved by:

- Reviewing and adapting planning with their year group team as necessary
- Monitoring and evaluating progress within each class taught
- Monitoring of pupils' academic progress to ensure they achieve well against prior achievement and similar groups nationally
- Setting targets for specific pupils according to their needs
- Managing provision for those pupils with Additional Needs and with English as an additional language within their class appropriately
- Monitoring of behaviour, homework, attendance and other relevant indicators of progress and development



- Reporting progress to the parents of the girls in their care

### **Teaching Assistants**

The role of the TA is to support the teacher during the lesson, particularly during Maths and English lessons.

This is achieved by:

- Guiding groups in the classroom
- Supporting reading both individually and in groups, monitoring reading records where appropriate
- Providing in-class feedback to maximise the progress of the pupils in their care
- Preparing and managing resources for a lesson
- Preparing work to display

Teaching Assistants are not expected to:

- Regularly assess children's work away from the point of teaching
- Regularly teach lessons without the presence of another teacher

### **Subject Teachers and Coordinators**

Subject teachers and coordinators are responsible for the effective teaching of their subject, evaluating the standards of pupils' achievements and setting targets for improvements. Coordinators should additionally evaluate the quality of teaching in their subject.

This is achieved by:

- Providing a strategic lead and direction for the subject, continuing development of their subject throughout the school
- Writing Medium Term Plans which show clear progression of skills and knowledge
- Evaluating the teaching of their subject and the planning of lessons and using this analysis to identify and share effective practice, leading on action for improvement
- Ensuring curriculum coverage, continuity and progress for all pupils
- Where relevant, monitoring pupils' work by sampling class work, pupils' responses and attitudes, to make a comparative evaluation for pupils' work against other classes and year groups ensuring quality and consistency
- Implementing strategies for improvement
- Observing teachers to develop not only their own CPD but provide constructive feedback to others
- Evaluating the progress of teaching and learning targets within their subject development plans



- Supporting and offering advice to colleagues on issues related to their subject and keeping up to date with current initiatives
- Providing efficient resource management for the subject

### **Heads of Key Stage**

Heads of Key Stage are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- Meeting with year groups to ensure consistency in lesson planning
- Informing the Assistant Head Academic, Curriculum & Learning of any issues pertaining to the curriculum
- Monitoring curriculum coverage to ensure consistency across the key stage
- Monitoring the progress and potential of the year group, using pupil data to identify children with specific needs and areas for development
- Maintaining an overview of the experience of pupils in their year group
- Maintaining an overview of the pastoral needs of pupils in their year group
- Monitoring the work of the teachers in their year group by checking pupils' books, planning, feedback and observing lessons
- Reporting back to the SLT, SMT and to staff as requested

### **Senior Leadership Team**

The Senior Leadership Team is responsible for setting priorities and targets for development at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan.

### **Monitoring and Evaluation of Teaching and Learning**

Teaching and learning is reviewed on a regular basis by the implementation of Learning Evaluations and Pupil Work Reviews. Areas for development are identified, which feeds back into our whole-school CPD cycle.

The aim is to:

- Identify and share good practice across the school
- Evaluate the quality of teaching and learning and set targets for improvement
- Track the progress of any teaching and learning areas identified in the school development plan
- Feed into a responsive CPD programme
- Identify teachers who may need support and provide this where necessary



The Head, in conjunction with the SLT, SMT and Subject Co-ordinators, is responsible for monitoring the implementation and impact of the school curriculum.

Where appropriate, the Heads of Key Stage are responsible for the day-to-day organisation of the curriculum and hold regular meetings with the class teachers in their key stage. The Assistant Head Academic, Curriculum & Learning alongside the Subject Coordinators, monitors the planning for class teachers, ensuring that all classes are taught the full requirements of the curriculum and that all lessons have appropriate learning objectives.

Please read this policy in conjunction with the following policies:

Assessment, Recording and Reporting Policy

SEND Policies

Subject Policies



## **Appendix A – Management of School Day:**

### **Reception: Monday – Thursday**

08.30 – 08.50	Girls come into school
08.50 – 09.00	Registration
09.00 – 12.00	Morning Sessions
12.00 – 13.00	Lunch
13.00 – 15.00	Afternoon Sessions

### **Reception: Friday**

08.30 – 08.50	Girls come into school
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 12.40	Morning Sessions
12.40 – 13.40	Lunch
13.40 – 15.00	Afternoon Sessions

Total teaching time per day: 4 hours 40 minutes

Total teaching time per week: 23 hours 20 minutes

### **Year 1: Monday – Thursday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Mental Maths or Hooked on
08.50 – 09.00	Registration
09.00 – 12:00	Morning Sessions
12.00 – 13.00	Lunch
13.00 – 15.00	Afternoon Sessions

### **Year 1: Friday**

08.30 – 08.40	Girls come into school
08:40 – 8:50	Form time
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 11.20	Morning Sessions
11.20 – 12.00	Lunch
12.00 – 15.00	Afternoon Sessions

Total teaching time per day: 4 hours 40 minutes, (5 hours on a Friday)

Total teaching time per week: 23 hours 40 minutes



**Year 2: Monday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Mental Maths
08.50 – 09.00	Registration
09.00 – 11.00	Morning Sessions
11.00 – 13.40	Break, Swimming, Lunch (rotated between classes)
13.40 – 15.20	Afternoon Sessions

**Year 2: Tuesday – Thursday**

08.30 - 08.40	Girls come into school
08:40 – 08:50	Hooked on Books
08.50 - 09.00	Registration
09.00 – 13.00	Morning Sessions
13.00 – 14.00	Lunch
14:00 - 15:20	Afternoon Sessions

**Year 2: Friday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Form Time
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 12.00	Morning Sessions
12.00 – 13.00	Lunch
13:00 – 15:20	Afternoon Sessions

Total teaching time per day: 5 hours

Total teaching time per week: 25 hours

**Year 3: Monday – Thursday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Mental Maths or Hooked on Books
08.50 – 09.00	Registration
09.00 – 12.00	Morning Sessions
12.00 – 13.00	Lunch
13.00 – 15.40	Afternoon Sessions





**Year 3: Friday**

08.30 – 08.40	Girls come into school
08:40 - 08:50	Form Time
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 12.00	Morning Sessions
12.00 – 13.00	Lunch
13.00 – 15.40	Afternoon Sessions

Total teaching time per day: 5 hours and 20 minutes

Total teaching time per week: 26 hours and 40 minutes

**Year 4: Monday – Thursday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Mental Maths or Hooked on Books
08.50 – 09.00	Registration
09.00 – 12.00	Morning Sessions
12.00 – 13.00	Lunch
13.00 – 15.40	Afternoon Sessions

**Year 4: Friday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Form Time
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 12.00	Morning Sessions
12.00 – 13.00	Lunch
13.00 – 15.40	Afternoon Sessions

Total teaching time per day: 5 hours 20 minutes

Total teaching time per week: 26 hours 40 minutes

**Year 5: Monday – Thursday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Mental Maths or Hooked on Books
08.50 – 09.00	Registration
09.00 – 13.00	Morning Sessions
13:00 – 14.00	Lunch
14.00 – 16:00	Afternoon Sessions



**Year 5: Friday**

08.30 – 08.40	Girls come into school
08.40 – 08.50	Form Time
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 13.00	Morning Sessions
13.00 – 14.00	Lunch
14.00 – 16:00	Afternoon Sessions

Total teaching time per day: 5 hours 40 minutes

Total teaching time per week: 28 hours 20 minutes

**Year 6: Monday – Thursday**

08.30 – 08.40	Girls come into school
08.40 – 08:50	Mental Maths or Hooked on Books
08.50 – 09.00	Registration
09.00 – 13.00	Morning Sessions
13:00 – 14.00	Lunch
14.00 – 16:00	Afternoon Sessions
From 16.10	Dismissal

**Year 6: Friday**

08.30 – 08.40	Girls come into school
08:40 – 08:50	Form Time
08.50 – 09.00	Registration
09.00 – 10.00	Whole School Church Assembly
10.00 – 13.00	Morning Sessions
13:00 – 14.00	Lunch
14.00 – 16:00	Afternoon Sessions

Total teaching time per day: 5 hours 40 minutes

Total teaching time per week: 28 hours 20 minutes

Minimal teaching time is lost when children travel to and from Games lessons off-site, or, to specialist lessons in school.

## Curriculum Policy