



# LIME HOUSE SCHOOL



## Curriculum Policy

Lime House School is committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into Higher Education and into the careers of their choice.

All pupils of compulsory school age receive a full-time supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects.

### **Junior & Infant School**

The primary curriculum is planned to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum, but also a range of extra-curricular activities which aim to enrich the experience of the children. It also encompasses the 'hidden curriculum', what the children learn from the way we teach them, treat them and expect them to behave. We aim to teach children how to grow into positive, responsible young people, who can work and co-operate with others while developing knowledge and skills, so that each can achieve their true potential.

The aims of our department are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;

- to fulfil all the requirements of the National Curriculum;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

In the Senior School, in Key Stages Three and Four, the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These are further developed in their other subjects. Pupils are taught 30 periods per week (1 hour periods).

All pupils study a core curriculum of Mathematics, English and Science until the end of Key Stage 4 (16 years of age), and there is also the opportunity for them to build around that a combination of other optional subjects. Pupil choices are taken into account in Years 10 & 11 and in the Sixth Form. The School aims to run any course in which there is sufficient demand.

### **Years 7, 8 & 9**

All pupils receive a broad introductory curriculum which gives them experience in all of the aspects outlined above. In addition to Mathematics, English and Science they study History, Geography, German, Citizenship, Drama, Religious Studies, Home Economics Art, Music, CDT, ICT, PE and Games, and have PSHE lessons.

### **Years 10 & 11**

In years 10 & 11, the core curriculum is English Language and Literature, Mathematics & Statistics, Science, ICT and Games. Pupils study Science as three separate subjects (Physics, Chemistry and Biology). The core curriculum provides continuity and progression of learning, and to this core is added further subjects selected by the pupils. These are chosen from German, Fine Art, Three-Dimensional Studies, Music, Physical Education, Home Economics, History and Geography. An options booklet is provided to help pupils and their parents to make informed choices. GCSE examinations are taken in all academic subjects except ICT (where students follow the OCR Cambridge Technical Extended Certificate in IT).

### **The Sixth Form**

At Sixth Form, a similar open policy applies to pupils' choice of A Level and OCR Cambridge Level 3 Technical subjects. Students have a free choice of any four or in some cases five subjects, and the school aims to run any course in which numbers are economically viable. All of the subjects offered at GCSE are available at A level, as well as Further Mathematics, Business Studies, Accounting, Psychology, Economics and Computer Science. Advice is given to all students regarding their subject choices in the

Sixth Form. An options booklet is provided to help students and their parents to make informed choices. Parent Evenings allow parents to ask any questions regarding the Sixth Form.

All pupils initially study at least four AS Level subjects. The Sixth Form curriculum of examination subjects is supplemented by a Games afternoon, the Engineering Education Scheme and the Duke of Edinburgh Award Scheme.

## **Careers**

All pupils and parents receive advice and help in choosing GCSE and post-16 courses. Pupils are encouraged and helped: to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual guidance; to have, where possible, some work experience; and to gain information about training, education and occupations beyond school.

## **English as an Additional Language**

Students whose first language is not English are will have completed an English assesment before arrival and the school will have been forwarded the most recent school reports or examination results. All students have an induction programme to assess their English language capabilities and needs. Extra support is provided through timetabled EAL (English as an Additional Language) lessons. These lessons aim to develop the students English language skills and communicative ability and to build the students confidence to succeed in an English speaking environment.

Students take a variety of courses depending upon their standard of English. Beginners may follow Cambridge KET & PET courses and some will follow a GCSE English course. In the Sixth Form, students attend an IELTS (International English Language Testing System) preparation course. They remain on this course until they secure a score high enough IELTS score to enter their preferred university. Some students will study AS level English Language.

## **Learning Difficulties and Disabilities, Special Educational Needs and Gifted and Talented**

Lime House School is a CreSTeD registered school and is therefore well equipped to meet the needs of pupils with a variety of Learning Difficulties. All new pupils are given a baseline assessment to screen them for any possible learning difficulties and disabilities. The school will also act upon any information passed on by the pupil's previous school. The screening tests highlight those pupils who are gifted and those who have specific learning difficulties.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by qualified specialist staff. Gifted children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed; and may include such help as individual work, small groups working together or support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with learning difficulties and/or disabilities and those with particular special educational needs. There are two fully qualified teachers with Advanced Diplomas in Learning Difficulties and four full-time Learning Support Assistants.

### **Private Study**

Sixth Form pupils have provision for Private Study which includes use of separate classrooms. The Sixth Form staff may insist that a pupil attends Supervised Private Study. There is a Common Room for relaxation rather than work.

### **Options Booklets**

These information booklets set out the key information necessary to make option choices for GCSE and A Level. They are made available to all parents and students at appropriate times during the year.

### **Prep & Examinations**

All pupils are expected to do prep (homework). This is supervised for boarders with day pupils more than welcome to attend. Each pupil writes their homework in a diary. The amount of work varies between 30 minutes to 1 ½ hours depending upon age. All GCSE & Sixth Form students sit practice GCSE and A level examination papers on Saturday mornings. These help the staff to monitor progress, plan lessons, as well as providing some indication of likely final grades.

### **Reports**

Parents receive academic reports twice a year and an interim report at the end of the Lent (Spring) term. Parents can make separate arrangements to meet staff and discuss pupil progress.

This policy is applicable to all pupils in our school including our boarders and those in our EYFS setting. It is available to staff, pupils, parents and the parents of prospective pupils on the school's website and paper copies are available on request from the school office.

This policy was revised in August 2018 and will be reviewed in August 2019.

N A Rice MA  
School Proprietor

