

NP5.1 - Curriculum Policy

This applies to the whole school including the EYFS at Newton Prep

Executive Summary

This document serves to clarify and define the role of the curriculum at Newton Prep, which supports the school's mission statement, and aims to ensure all pupils have the opportunities to learn and make progress.

The School's Mission Statement and Aims are as follows:

'If I have seen further than others, it is by standing on the shoulders of giants.' Sir Isaac Newton

'My powers are ordinary. Only my application brings me success.' Sir Isaac Newton

Our Mission Statement

Established in 1991, Newton Prep is a thriving school for boys and girls, aged 3-13. The School is unashamedly ambitious for its pupils who have access to outstanding facilities. We want them to achieve their academic potential whilst also engaging in sport, art, music and drama. We want them to involve themselves in the total life of the School, which includes after school clubs and activities and a wide range of trips. We celebrate the diversity of our pupils; we want our children to develop a strong sense of community, learning how to make a positive contribution to the community of Newton Prep and the world around them. The ethos and philosophy is one that is based on mutual respect and kindness shown to others. Fundamentally, we want Newton Prep children to enjoy their precious childhood years.

Our Key Aims

- To ensure that every child is given opportunities to flourish and develop in all areas of school life
- To listen and respond to the 'pupil voice'
- To celebrate and embrace difference and diversity
- To encourage every child to make their own positive contribution to the life of the School
- To prepare every child very well for the range of senior school entrance examinations
- To provide a forward thinking educational experience that equips the children for life in the future

Associated Policies

SEND Policy

Admissions Policy

Feedback & Marking Guidelines

PSHE Policy

Relationships, Sex and Education Policy

Contents

Executive Summary	1
Associated Policies	1
Contents	2
Quality of Education	3
Curriculum Diagram	3
EYFS	3
Key Stages One, Two and Three	3
Linguistic Education	3
Mathematical Education	3
Scientific Education	4
Technological Education	4
Human and Social Education	4
Physical Education	5
Aesthetic and Creative education	5
Personal, Social, Health and Economic Education (PSHE) and Personal, Social and Emotional Development (EYFS)	5
School Aims	6
Aim 1: To ensure that every child is given opportunities to flourish and develop in all areas of school life.	6
Aim 2: To listen and respond to ‘pupil voice’	8
Aim 3: To celebrate and embrace difference and diversity	8
Aim 4: To encourage every child to make their own positive contribution to the life of the School	8
Aim 5: To prepare every child very well for the range of senior school entrance examinations	9
Aim 6: To provide a forward thinking educational experience that equips the children for life in the future	9
Review and Update Process	10
Appendix A - NP5.2 - Curriculum Diagram	11
Lower School Curriculum Diagram	11
Early Years (Nursery & Reception)	11
Key Stage 1 (Years 1 & 2)	12
Upper School Curriculum Diagram	13
Key Stage 2 (Years 3 to 6)	13
Key Stage 3 (Years 7 & 8)	14

Quality of Education

Newton Prep provides full-time supervised education for pupils from age 3 – 13 (Nursery to Year 8), aiming to give all pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, in accordance with section 8 of the Education Act 1996.

Curriculum Diagram

We achieve an effective balance in our educational provision through our well-organised timetable, and the delivery of age- and ability- appropriate subject matter. Please see the School's [Curriculum Diagram \(Appendix A\)](#) for further information on subjects taught per year group, number of lessons per subject and setting.

EYFS

For children in Nursery and Reception we follow the Early Years Foundation Stage curriculum as a basis and look to extend beyond it when and where appropriate. The EYFS incorporates seven areas of learning through three main characteristics of effective learning: playing and exploring, active learning and creating, and thinking critically. The seven areas of learning and development are important and are inter-connected. Three areas are particularly important for building a foundation for children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development. There are four specific areas, through which the prime areas are strengthened and applied. These are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Key Stages One, Two and Three

We use the National Curriculum for Key Stages One, Two and Three as the basis for all planning and then look to extend beyond it when and where appropriate. We follow the ISEB Common Entrance syllabuses for 11+ and 13+ examination subjects (although the Newton Diploma has replaced CE syllabus for the humanities in Years 7 and 8), but the curriculum is not reduced to responding to examination demands. There are detailed schemes of work for all subjects in all age groups.

Linguistic Education

Children in Nursery and Reception are taught listening, attention and understanding, speaking, comprehension, word reading and writing through detailed plans that are centred upon the areas of learning, 'Communication and Language' and 'Literacy'. There is a carefully planned English programme of study for all children from Year 1 to Year 8. As part of the programmes of study for each age group, opportunities for listening, speaking, reading and writing English are built in. The library plays a very important role in school life. One of the English lessons each week is a designated reading session, with a focus of fostering reading for pleasure. In addition, French is taught to children from Reception to Year 6; pupils in Years 7 and 8 have the option of studying French or Spanish. Latin and Classical Civilisation is taught in Years 6, 7 and 8. The part time English as an Additional Language (EAL) teacher supports children throughout the school either by working within the classroom or by withdrawing small groups of pupils for extra English support.

There are opportunities for children to develop their communication and linguistic skills in all subjects and all teachers are aware that they are teachers of literacy, as well as their subject matter. This is reflected in the Literacy Marking Symbols which teachers use.

Mathematical Education

In the EYFS, the children are taught number skills, numerical patterns and they learn about shape, space and measure through detailed plans that meet the learning goals within the 'Mathematics' area of learning. The Mathematics programme of study for all children runs from Year 1 to Year 8. Teachers differentiate their lessons to cater for a wide range of mathematical ability and development. Children are given the opportunity to do mathematical investigations and practical maths. They may also use online tools such as Atom, Timestable Rockstars, Numbots and My Maths to support their learning. Older pupils are invited to attend various Maths competitions organised by senior schools and competitions such as the UKMT Junior Maths Challenge.

The pupils' mathematical skills are also developed in a range of other subjects, such as Science, Computing, Music, Geography, History and Design Technology, and teachers are encouraged to work with the Maths Department to ensure that the calculation methods used are the same across the school.

Scientific Education

During Science lessons the curriculum is designed to build progressively from Year 1 up to Year 8; In EYFS, the children have opportunities to learn about scientific concepts through a broad range of activities planned within the 'Understanding the World' area of learning. Children of all ages are given the opportunity to do scientific investigations. Children from Year 3 have at least two timetabled lessons in one of the School's science laboratories. STEAM Week is a highlight of the year and the whole school joins in with various science-based activities, linked to other curriculum areas. The school garden provides further opportunities for all pupils to develop their knowledge and understanding of nature.

Technological Education

Technology forms an important part of the curriculum at Newton Prep. Every pupil receives a discrete Computing lesson from Reception to Year 8 in one of the three I.T. labs. Robotics and coding, safe and responsible use, and digital skills and literacy are all taught in Computing. An increasing range of mobile devices such as iPads and Laptops, are available to use and book so that learning can be enhanced in all subjects by digital technology.

Design and Technology skills and projects are incorporated into different parts of the Art, Computing and Science programmes of study. Art projects are ambitious and include 3D work, design, sculpture and the opportunity to work with a wide range of materials. Understanding how technology works through robotics is a key part of the Computing curriculum. In the EYFS, children have opportunities to learn about technology in all areas of the EYFS curriculum and there is a range of materials, both physical and digital, available for the children to use.

Human and Social Education

Within the EYFS Curriculum, through 'Understanding the World', staff plan activities and lessons that teach the children about people, culture and communities. Both the History and Geography programmes of study run for all children from Year 1 to Year 8. In Years 7 and 8, the humanities are taught through the Newton Prep Diploma - a programme in which some of the topics are thematically grouped, but in which each strand is discretely taught by a subject-specialist teacher. In addition, there are other opportunities for children to develop an understanding of people and their environment. For instance, the School's Eco Committee, led by the teachers in charge of Sustainability, is a thriving aspect of the School and children go on a wide range of trips.

Religious Studies

Whilst there is no specific requirement to provide religious education, we regard it as an important way of providing human and social education and for promoting the spiritual, moral, social and cultural development of children.

In the EYFS, KS1 and Lower KS2, the children explore festivals, values, religious stories and religious artefacts from the major world faiths, religious foods, happiness and inspirational figures. In Years 5 and 6, we broaden the subject, introducing philosophical inquiry and a regular discussion of ethical issues with the children, allowing them to formulate reasoned arguments. In Years 7 and 8, Religious Studies, changes to Theology, Philosophy and Religion and pupils explore topics such as multiculturalism in London, Human Rights, Ethics and the Philosophy of Religion.

Assemblies also allow for exploration of topical themes as well as the exploration of stories and themes from faith traditions.

The curriculum plans for Religious Studies identify the Fundamental British Values that are associated with each lesson and it is a requirement that the teachers actively promote these during their teaching of Religious Studies.

Physical Education

With three sports halls, a large all weather pitch and a large playground for our youngest pupils, there are ample opportunities to develop pupils' physical control, co-ordination and fitness. Children in the EYFS have two bespoke PE lessons, with PE specialist staff. Children in Nursery and Reception have opportunities to develop their fine and gross motor skills with lessons planned to meet the goals within the 'Physical Development' area of learning. They also have plenty of opportunities to play indoors and outdoors to develop their core strength, stability, balance, spatial awareness, coordination and agility. Children from Years 1 to 8 have Games and PE lessons every week during which a carefully planned programme of skills is taught. From Year 3, the children participate in the GymRun Programme, a programme designed to improve physical fitness, health and literacy in pupils. From Year 3 there is also an extensive programme of fixtures against other schools. In addition, healthy eating and lifestyle choices are explored in both PSHE and Science lessons.

Aesthetic and Creative education

The School values the creative arts very highly. Art is a real strength of the School. Every child is encouraged to express their creativity, with specialist Art teaching occurring from Year 3. Displays of children's work throughout the School are used as a vital tool to develop self-worth and pride. There are many opportunities for children to perform, in both Music and Drama. All children from Nursery to Year 8 have music lessons and in Years 3 and 4, all children learn the recorder. In addition, Drama is taught as a discrete subject in Upper School. All children in EYFS and KS1 are involved in a performance at Christmas time; Years 3, 4, 6, 7 and 8 all perform plays during the school year and Year 5 create films which are shown on Film Night. Children often perform in assemblies. There are House competitions such as poetry recitation and art. Furthermore, there are many opportunities to perform in choirs and ensembles thanks to the extensive music co-curricular programme. Pupils can also partake in one-to-one music or LAMDA lessons with a variety of Visiting Music Teachers. In addition, a number of trips are organised to art galleries. Within the 'Expressive Arts and Design' area of learning, children in EYFS have many opportunities to be creative with a variety of materials, tools and techniques and to be imaginative and expressive through music, song, dance and role play.

Personal, Social, Health and Economic Education (PSHE) and Personal, Social and Emotional Development (EYFS)

All children receive PSHE or PSED Education at Newton Prep. PSED is one of three prime areas of learning within the EYFS Curriculum and is at the heart of the planning of teaching and learning activities for children in Nursery and Reception. PSHE is a weekly timetabled lesson in Years 1 to 8. The PSHE curriculum aims to develop the pupils' knowledge, understanding and appreciation of their own responsibilities for their own welfare and that of others in the school community and beyond. The school recognises and actively promotes the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. In addition to this, the school cross-references its Schemes of Work to ensure that the protected characteristics as listed in section 4 of the Equality Act 2010 are referred to and discussed in lessons when appropriate.

Pupils are encouraged to play a positive role in actively contributing to the life of the school and the wider community. In doing so, they develop their sense of self-worth. Pupils are also taught how society is organised and governed, the concepts of democracy and their rights and responsibilities. As part of the PSHE programme of study, all pupils in their primary years at Newton Prep are provided with relationships education and, from Year 2, pupils receive sex education, unless a parent or carer requests that their child is excused from part or all of the sex education lessons provided. Please see NP2.3 Relationships and Sex Education Policy for more information. For further information regarding PSHE (and PSED) as a whole, please NP2.2 PSHE Policy.

Fundamental British Values

The curriculum that we provide ensures that the fundamental British values of democracy; the rule of law; individual liberty; and, mutual respect and tolerance of those with different faiths and beliefs; are supported and actively promoted throughout the school.

School Aims

The school seeks to fulfil its aims in the following ways:

Aim 1: To ensure that every child is given opportunities to flourish and develop in all areas of school life.

Although the School regards itself as academically ambitious, there is inevitably a wide ability range. The majority of children enter the School in Nursery or Reception. There are no assessments on entry to Nursery; assessments for entry into Reception are informal and because of the age of the children are inevitably imprecise indicators of academic potential leading to mixed academic abilities within cohorts.

We ensure that all children have the opportunity to learn because of thorough curriculum planning, effective teaching and rigorous assessment procedures, which tracks pupils' progress across subjects and over time. Generous staff to pupil ratios mean we are able to deploy teaching assistants to support the children's learning. Each Nursery Class Teacher is supported by two Nursery Nurses and each Reception, Year 1 and Year 2 class teacher is supported by a teaching assistant. There is one teaching assistant in Years 3 and 4, and a Numeracy Teaching Assistant to help older pupils. From Nursery to Year 4, form teachers are responsible for teaching most of the curriculum, which

incorporates English, Maths, Science, History, Geography and Religious Studies. They are well supported by knowledgeable and experienced Heads of Year in Nursery to 4.

The class teachers teach the majority of subjects in the Lower School; subject specialist teachers lead lessons in P.E., Music, French, and Computing. Our two Nursery classes and four Reception classes rely on expert and flexible planning and teaching. Staff liaise regularly in order to monitor provision, teaching and learning, assessment and differentiation. Children are taught mainly by their class teacher, but are specialist taught for Music and PE (and French in Reception). Peripatetic ballet lessons are taught to all pupils in Nursery.

Year 3 and 4 pupils are taught in mixed ability form groups, mostly in their own classrooms. This provides the security of being in the one environment, but begins the transition to becoming a more independent learner. Pupils are set by ability for Maths in Year 4, but stay with their form group for all other lessons. They are taught Art, Drama, French, PE, Computing and Music by subject specialists.

Pupils in Year 5 and 6 have increased independence and mobility. They have more lessons outside their form room and move from class to class independently. Pupils are set by ability for Maths. In Years 7 and 8 there is a blend of ability setting and mixed ability teaching.

Pupils and staff are ably supported by the school's Special Educational Needs & Disabilities Co-ordinator (SENDCO). The SENDCO supports staff in identifying and supporting those pupils with specific educational needs. She also co-ordinates the implementation and review of any Learning Plans to ensure that our provision fulfils any requirements. The SENDCO liaises with subject teachers and Heads of Year to create Learning Plans for students with more severe learning difficulties and provides guidance for those who present with less severe educational needs. Through a team of Learning Support Assistants, we might provide in-class support or booster groups for pupils throughout the year. The SENDCO deploys the English as an Additional language (EAL) teacher to support children throughout the school either by working within the classroom or by withdrawing small groups of pupils for extra English support if English is not their first language and they require it. In addition, the SENDCO also deploys one Learning Support Assistant (LSA) and two part-time teachers to support children with specific needs either in-class or as part of an intervention programme. The Teaching, Learning and Enrichment Co-ordinator oversees the process of identifying children with particular talents and abilities and, in liaison with Heads of Department and Deputy Head Teaching & Learning, updates the More Able Pupils (M.A.P.) Registers and ensures these children's needs are met.

Each department across the school is responsible for compiling and co-ordinating departmental policy and curriculum documents. Each department writes Curriculum Overviews (long term plans), the content of which is shared with parents via Curriculum Journeys. From here, medium term Schemes of Work (S.O.W.) are created. These are written a term in advance and, as working documents, are reviewed weekly and at longer intervals in planning and departmental meetings. These documents have at their heart a core philosophy, which aims to build on the individual strengths of each child. There is a generous INSET and CPD budget, to ensure that staff are kept up to date with new developments in educational thinking.

The form teacher is supported by a Head of Year in addition to the Assistant Heads of Lower and Upper School and Deputy Heads Pastoral. Together, with the support of the Deputy Head Teaching & Learning, these teams are able to track both pastoral and academic concerns of pupils throughout each year group. The transition into Upper School is well supported by the Head of Year 3 who liaises with the head of Year 2 to ensure a smooth hand-over. Gradually, pupils are encouraged to

take responsibility for their own learning as they are trained to use their homework diaries and reading records effectively; maintain a personal tray or locker; engage in appropriate and respectful behaviour; celebrate difference, success and individuality; and develop responsibility for their own safety and belongings. Children's behaviour is excellent overall and the environment is happy, safe and caring. For children who require a little more support in this area, the School employs a Mental Health Lead.

Aim 2: To listen and respond to 'pupil voice'

In the context of the curriculum, our intention is to engage the children in their learning and for them to see themselves as partners in their learning, not mere recipients. We believe pupils need to be taught how best they learn, the reasons behind why they are learning something, how to learn through experience and experimentation and how to 'close the gaps' in their own learning. To that end, each lesson incorporates the principles of Assessment for Learning; pupils know the learning objectives of the lesson and teachers share the 'success criteria' so that children know if they have met the purpose of the lesson. Whenever possible, children are provided with 'reflection time' to determine whether they have met the learning objectives. Younger pupils are introduced to WALT (We Are Learning To) and WILF (What I'm Looking For) in the Early Years Foundation stage and these metacognitive strategies are used throughout the school. Older pupils are actively encouraged to set targets once they have reviewed a piece of their own work. They learn how to evaluate others' work through peer assessment. Often pupils complete course evaluation forms to provide feedback on what they have learned during the programme of study. Learning outside of the classroom environment also plays an important role with an extensive programme of day and residential trips.

Aim 3: To celebrate and embrace difference and diversity

Newton Prep's learning environment is one in which children are encouraged to be themselves. The School's approach to discipline is based around mutual respect for others in the school community. Pupils are aware of the system of rewards (House Points, Merits, and Head's Distinctions) and sanctions too ('marks', lunchtime detention, after school detention, temporary suspension or permanent exclusion). The school values its pastoral structure; each form teacher and Head of Year knows their children's needs extremely well because of the handover sessions that take place at the end of each year and the documentation that is kept on each child. At any time, children are able to speak to these members of staff as well as the Deputy Heads Pastoral to help solve pastoral problems. We have weekly assemblies, which celebrate achievement and excellence and provide an opportunity for form groups to share their learning.

PSHE is taught as a discrete subject throughout the School. PSHE helps pupils to develop the spiritual, moral, social and cultural skills necessary for later life; for example, through the careers guidance offered in Years 6 to 8. With reference to the School's aims, the children are taught to respect the individual differences that are present within the school community thereby fulfilling our obligations as detailed in the Equality Act 2010. In addition, PSHE plans reflect the school's commitment to promoting Fundamental British Values as well as helping to prepare pupils to play a full and active life within British society. Outside of PSHE lesson time, form teachers have built in other relevant learning opportunities for PSHE such as during registration time in the Upper School and throughout the day for Lower School teachers. In addition, assemblies will often reflect key PSHE aims as well as the school's duty in promoting British values. PSHE provision at Newton Prep also includes the opportunity for pupils' personal development. This allows pupils to reflect on and improve their ability to be resilient or a good collaborator for example, and all pupils in the Upper School keep a reflective journal (since September 2018).

Our curriculum is designed to include a wide range of texts from diverse authors and representing diverse characters. This enables all pupils to see themselves and others represented in literature, as well as to explore viewpoints and experiences that are different from their own.

Aim 4: To encourage every child to make their own positive contribution to the life of the School

Throughout the School, the academic and extra-curricular provision has been planned to ensure that all of the children receive a broad and balanced education. The curriculum remains wide-ranging even in the year groups where external exams provide an added pressure on teachers and pupils. In addition, homework is organised to offer extra depth in a number of subject areas, whilst still allowing children to follow their own particular interests. The abundance of clubs that are run and fixtures that are taken add yet more breadth. The trips and visits programme is organised to provide children with a range of experiences. Teachers within the school ensure that they receive strong moral messages on an individual, class and whole school level (through the assembly and PSHE programmes for example). Children are all encouraged to participate in clubs or in House competitions.

At the end of the Summer Term, the Year 8 pupils participate in a wide range of leadership and team building activities arranged by the Head of Years 7 and 8. This provides the children with the opportunity to work with the teachers responsible for their last years of tuition in a more relaxed manner and to give something back to the school.

All staff run an after school club for pupils (excluding those in the Nursery). Children choose from approximately 30 different clubs each week and these cater to every interest – sport, art, computing, politics, science, dance, crafts, etc. and change on a termly basis providing even more opportunities for children to explore their interests.

Aim 5: To prepare every child very well for the range of senior school entrance examinations

The School does not overtly prepare children for 7+, 8+, 9+ or 10+ entrance examinations to other schools. However, we are constantly mindful of the demands of 11+ and 13+ entrance requirements.

Children complete a range of standardised assessments as well as ‘school exams’ throughout the year and they are taught how to revise.

Pupils in Year 5 have one lesson of ‘Reasoning’ where reasoning skills are taught as part of the curriculum to help children prepare for the ISEB pre-tests or senior school entrance exams that most will have to sit.

In Years 7 and 8, as a matter of course, we prepare pupils for general and scholarship entry to London day and boarding schools, varying their timetables and curriculum as necessary as well as providing mock examinations.

In addition, children are offered both group and individual interview practice ahead of external interviews.

Aim 6: To provide a forward thinking educational experience that equips the children for life in the future

Our aim is to provide a dynamic curriculum, with teaching methods that are appropriate for this generation. We are making increasing use of technology as an aid and indeed a boost to learning. We aim to set children a range of challenging tasks, which can sometimes include a consolidation of the previous lesson through revision, but often involves the creative application of ideas explored in class. Children are encouraged to use our well-stocked libraries and the internet to develop their sense of independent exploration of concepts.

We are always looking to adapt our planning to meet the needs of our children. From September 2018 we introduced the Newton Diploma which is a new humanities programme in Years 7 and 8. This replaced the ISEB 13+ syllabus in Geography, History and Religious Studies as well as encompassing Art. Moving away from exam preparation allows the children to learn through topics of real interest and relevance. The curriculum is rigorous and there is scope for them to develop personal qualities such as the ability to think critically and the ability to collaborate effectively. Working alongside the local school community also features strongly as part of the Newton Diploma.

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

Review and Update Process

Last update	November 2023
Next update	October 2024

Appendix A - NP5.2 - Curriculum Diagram

This applies to the whole school including the EYFS at Newton Prep

Lower School Curriculum Diagram

In the Lower School, a lesson is representative of 30 minutes.

Early Years (Nursery & Reception)

Diagram showing the number of lessons dedicated to each of the seven Areas of Learning in the Early Years. In addition to whole class teaching and adult-led activities to small groups, the objectives for all of the areas of learning are met through continuous provision and free-flow play activities both inside and outside the classroom.

Year Group	PSED	PD	C&L	Lit	Num	EAD	UTW
Nursery (2 Classes)	11	6	12		9	9	7
Reception. (4 Classes)	10	4	16		10	5	6

Key	Explanation
	Taught by class teacher
	Taught in part by a specialist teacher (2 x PE lessons (PD), 2 x Music lessons (EAD), 1 x French (UTW)). In Nursery, one of the PE and one of the music sessions take place in a morning and one in an afternoon.

Key Stage 1 (Years 1 & 2)

Diagram showing the number of lessons taught in each subject in Key Stage 1. In the Lower School, a lesson is representative of 30 minutes.

Year Group	Eng.	Maths	Sci	Hist.	Geog.	RS	Comp.	Art	French	Music	PE & Games	PSHE
Year 1 (4 Classes)	21	10	3	3	3	1.5	1.25	2	1	2	2	3
Year 2 (4 Classes)	20	10.5	3	3	3	1	1.25	2	1.25	2	3	2

Key	Explanation
	Taught by class teacher
	Taught by specialist teacher
	Half termly rotation of Geography or History lesson

Upper School Curriculum Diagram

In the Upper School, a lesson is either 50 or 55 minutes in length.

Key Stage 2 (Years 3 to 6)

Diagram showing the number of lessons taught in each subject in Key Stage 2

Year Group	Eng.	Maths	Sci	Hist.	Geog.	RS	Comp.	Art	Drama	French	Music	Latin	PE	Games	PSHE	Reas.	Form
Year 3 (4 Classes)	7	5.5	2	1	1	1	1	1.5	1	1	2		2	2	1		1
Year 4 (4 Classes)	6	5	2	1	1	1	1	2	1	2	2		2	2	1		1
Year 5 (4 Classes)	6	5	3	1	1	1	1	2	1	2	1		2	2	1	1	
Year 6 (4 Classes)	5	5	3	1.4	1.4	1	1	2	1	2	1	1	2	2	1	0.2	

Key	Explanation
	Taught in Form Classes
	Taught in 2 Bands (A & B)
	Double Lesson
	Half year rotation of an extra Geography or History lesson (Reasoning is taught for the first half term in this extra lesson)

Key Stage 3 (Years 7 & 8)

Diagram showing the number of lessons taught in each subject in in Years 7 and 8

Year Group	Eng.	Maths	Sci	MFL	Latin	PE	Hist	Geog	TPR	Comp	Drama	Art	Music	PSHE	Study Skills	Games
Year 7 (2 classes)	4	4	3	2.5"	2	2	2	2	1	1	1	1	1	1	0.5	2*
Year 8 (2 classes)	4	4	3	2.5"	2	2	2	2	1	1	1	1	1	1	0.5	2*

Key	Explanation
	Taught in Form Classes
	Taught in 3 Mixed Ability Classes
	Taught in 3 Sets based on ability or the subject
	Taught in 2 Sets based on Science/Latin ability
	Taught in 2 Mixed Ability Classes
“	1 lesson taught on a fortnightly rotation, reflected by 0.5 of a lesson. Pupils can choose either French or Spanish for MFL
*	Year 7 and 8 study Games together