1. Curriculum policy

(Reviewer: Graham Moir, August 2023)

Reception – Year 2 Curriculum

(Reviewer: Graham Moir; August 2023)

Pupils receive full-time supervised education from the age of 4 to 7 years. Teaching and Learning is the purpose of our school, and the curriculum defines what is taught and learnt. The EYFS follows the areas of learning and development laid out by the Department of Education in the Statutory EYFS Framework 2023. A Learning Journal is kept for every child.

Value is placed on an education which takes the best from traditional and modern methods. Classes are taught in an ordered environment with structured lessons designed to stretch and challenge every child. A variety of teaching methods are used to ensure that every type of learner performs to his/her best ability. We believe that high expectations are the key to high achievement. The curriculum is broad and, although we take the National Curriculum as our base, we extend this in many ways. Children are given the opportunity to work to a very high standard in the intellectual, physical and creative areas of the curriculum.

The curriculum and education that pupils receive at Hurst enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and assume leadership roles as they progress through the school. The curriculum is designed to be informing, creative, relevant, stimulating and to enable pupils to grow in understanding about the adult world they will eventually be entering.

All pupils at Hurst have the opportunity to learn and make progress. Regular assessments and marking ensure that all pupils are monitored closely Teachers liaise with the Junior Prep School Head of Learning Support to identify and support children with specific learning needs. Teachers adapt teaching strategies, differentiate tasks and provide additional help to ensure that all children access the curriculum. The assessment process that we enables the staff to monitor the children's attainment and progress. It also informs planning and future teaching and learning.

Children should be encouraged to learn from their experiences and mistakes, to think about their own behaviour and to consider the needs and feelings of others.

We give all children the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

The Prep School Curriculum - Early Years Foundation Stage

We take the time and care to build strong relationships with each child and their family. We provide a thoughtfully planned, stimulating and nurturing learning environment in which each child feels

secure and valued in order to thrive and optimise their learning. Our curriculum delivers the areas of learning and development laid out in the Early Years Foundation Stage Framework and uses the 'Development Matters' document as a guide. We work towards the Early Learning Goals to ensure that children have a secure foundation for their learning in Year 1. Additionally, we provide a curriculum that is rich in first-hand experiences and responsive to the children's ever evolving interests. Using an appropriate blend of adult and child-led learning activities and experiences, we enable every child to progress well through challenging and enjoyable learning experiences. By holding high expectations for every child to achieve secure foundations in their early learning while allowing scope for their innate curiosity and independence to develop, we support children to become resilient and enthusiastic life-long learners.

Mrs Pearson will be each child's 'Key Person'.

The curriculum is delivered through the following areas of learning and development:

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

a) Communication and Language

Children's communication and spoken language skills underpin all seven areas of learning and development. Our setting is language rich in language, and we promote high levels of oracy throughout the school day in quality interactions with staff, where children are encouraged to speak in full sentences and use a range of vocabulary. Children become comfortable using a rich range of vocabulary and language structures through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate. Children have opportunities to develop their listening and understanding through story times, singing nursery rhymes, circle times, role playing and story mapping. During their self-initiated learning, children are encouraged through sustained shared thinking to develop their speculative language, explanation skills and higher-level vocabulary.

b) Personal, Social and Emotional Development

To provide children with a secure foundation for happy, healthy lives and cognitive development, much of our Early Years curriculum is centred around children's personal, social, and emotional development. This crucial learning takes play through the strong, warm, and supportive relationships that children are supported to build, the interactions they have with peers and adults as they play and learn. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and oral hygiene, and manage personal needs independently. Through supported interaction with other children, they learn how to make good

friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

c) Physical Development

During the Foundation Stage, the focus is on developing and improving skills of co-ordination, control, manipulation, and movement in both large and small movements using gross and fine motor control. We support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility through their play and activities both indoors and outdoors. Children benefit from one swimming lesson, one P.E./Games lesson and one dance/gym lesson per week with specialist teachers. We teach children about the importance of physical exercise and healthy diet for good health. Children learn how to manage their own basic hygiene and personal needs successfully. Many aspects of our continuous provision are specifically designed to support the development of fine motor control by exploring and playing with small worlds, puzzles, arts and crafts and the practice of using small tools. We teach children how to hold their pencil correctly in a tripod grip and manipulate it confidently to form letters in pre-cursive font.

d) Literacy

Together, children will share an abundance of rhymes, music, poetry, stories, traditional tales, and non-fiction texts selected to delight, engage, and encourage a life-long love of reading. The setting is rich in print to stimulate and encourage decoding, meaning, and mark-making. Our extensive Pre-Prep library will be freely available with our weekly visit to borrow books and share new stories forming a highlight in the timetable. Children will begin working on our 'Read, Write, Inc.' phonics programme to teach letters and sounds at a swift pace. Children will learn how to blend sounds together to read and to segment to write. Discussion activities enable the secure development of comprehension skills, and the gradual introduction of non-decodable words ensures fluency when reading. Children's writing is further developed through extensive oral rehearsal and playful, purposeful contexts for writing activities.

e) Mathematics

Children's mathematical development will arise out of daily experiences in an interesting environment. Oral counting, rhymes, songs, games, and practical work will all combine to allow children to develop and extend their mathematical skills. Children will learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small objects and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures.

f) Understanding the World

Our learning in Understanding the World involves guiding the children to make sense of their physical world and their community. We offer the children a breadth of experiences and opportunities to increase their knowledge and sense of the world around them – from Woodland school to educational visits and invitations to members of the community. Wherever possible, we take opportunities to learn from each other and encourage children to share their own unique experiences. We learn about and celebrate a broad range of religious and cultural festivals from around the world. In class, the children listen to a broad selection of stories, non-fiction, rhymes, and poems that foster their understanding of our culturally, socially, technologically and ecologically

diverse world. The children also benefit from a weekly French lesson with a specialist teacher, which further develops their awareness of life in other countries.

g) Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. The children have regular opportunities to engage with the arts at Hurst by watching older peers and visiting experts perform, as well as by rehearsing and performing themselves. The children have one music and one drama lesson per week with a specialist teacher. Our curriculum provides extensive opportunities for children to explore and play with a wide range of media and materials. We directly teach methods before engaging with both and allow space for children to apply these skills in their own expressive, unique ways.

The key Characteristics of Effective Learning and Teaching in the Early Years are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Through our curriculum and interactions with every child, we seek to foster a learning culture rich in these characteristics.

Prep School Curriculum - Years 1 & 2

The core curriculum in Years 1 and 2 will follow the National Curriculum. In Maths and Science will use the same schemes as those used in the Prep School, thus providing continuity, and ensuring a smooth transition at the age of 7.

a) English

In Key Stage One we continue to work through the Read Write Inc Phonics programme that is started in the Reception Year. We organise the children into literacy groups based upon their reading and phonic ability. This may mean that children from both Years 1 and 2 may be in the same group for a short period of time. Towards the end of Year 1, most children will complete the RWI scheme and transition to the Accelerated Reader Scheme, as used in the Prep School. The Big Write scheme will be followed through Years 1 and Year 2, supplemented with additional focus on grammar and comprehension. We have a very well-resourced combined Prep and Pre-Prep library, which the children use regularly.

b) Mathematics

Children gain a secure foundation of knowledge, skills, concepts, and the language of Mathematics. They learn to apply their skills with confidence, accuracy and understanding in real life problems and within Mathematics itself.

Our Mathematics Scheme provides a framework and interactive resources which we supplement and extend when necessary. Lessons incorporate both whole class and differentiated group work as appropriate. Alongside direct teaching there is a high level of interactive, oral, and practical tasks.

The following subjects are taught through a thematic approach over the course of the academic year:

c) Science

The children are encouraged to ask questions and recognise that these can be answered in different ways. They learn how to work scientifically, and practise skills required to observe closely, perform simple tests, identify, and classify and how to use observations and ideas to suggest answers to questions. They also gather and record data to help us answer questions. Our science work will cover 'Plants', 'Animals, including humans', 'Living things and their habitats', 'Everyday materials' and 'Seasonal changes'.

Woodland School (Science)
Much of our Science curriculum is **complemented** during visits to our woodland environment within the College Campus. 'Woodland School' takes place once a week during the afternoon and all pupils in Reception, Year 1 and Year 2 attend over the course of the academic year. They are taught Woodland skills and carry out adult led and child-initiated investigations or tasks whilst exploring their environment.

d) Art and Design Technology

Children explore, develop, and evaluate their ideas in art and construction work through a variety of media including clay, paper craft, paint, fabric, and other materials. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. The children also learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

e) History

Children develop their knowledge, skills and understanding of events and people in the past and compare them with their own lives. History is taught as part of a termly learning journey and children have the chance to go on visits to see, touch and experience aspects of the subject at first hand. Teachers may introduce children to historical periods that they will study more fully at key stages 2 and 3. The children are taught about changes within living memory, events beyond living memory, the lives of significant individuals in the past and significant historical events, people, and places in our own locality.

f) Geography

Children are encouraged to explore their curiosity and fascination about the world and its people. They develop their knowledge about the world, the United Kingdom and their locality. They earn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation to enhance their locational awareness.

g) RE

The School Chaplaincy team lead a weekly assembly with Reception, Year 1 and 2 children in the Chapel. The children learn about the principle Christian Festivals and celebrations from a variety of cultures and religions. This includes attendance at Harvest Festival and Carol services and our performance of the Nativity.

h) PSHCE

PSHCE provides a thorough approach to the Human and Social Education of our pupils, promoting their spiritual, moral, social, and cultural development, which is reinforced through classroom activities, assemblies, our Children's Charter and rewards system. A focus is placed upon the three central principles of the Hurst Purpose; Work Hard, Do Good, Engage. The PSHCE programme is designed to meet the aims of the school and the school ethos. An emphasis is placed on the development of fundamental British values, the awareness of what it means to be a good citizen and respect for others and the environment. (Years 1 and 2, discretely taught topics in PSHCE include 'Be Yourself', 'TEAM', 'Digital Wellbeing', 'It's My Body', 'Think Positive', 'One World', 'Safety First', and 'Aiming High'.)

i) Computer Science

Children develop their skills within the classroom environment with ICT embedded within the general curriculum as well as visiting the ICT suite during a class session. They learn to use technology purposefully and safely to create, organise, store, manipulate and retrieve digital content, develop an understanding of algorithms and create and debug simple programs, recognise common uses of information technology beyond school and use technology safely and respectfully. Children use iPads, touch screen computers and interactive whiteboards whenever appropriate. They also learn how to operate programmable toys.

j) Music and Drama

Children learn how to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They have many opportunities to listen to a range of high-quality live and recorded music. Children sing and make music, both in cross-curricular work and in weekly music and drama lessons with specialist teachers. There are opportunities in the school year for musical events to take place, to which parents will be invited.

Children benefit from a weekly Drama lesson taught by subject specialists where they develop their speaking and listening skills. Each year, pupils are given the opportunity to perform in our annual Nativity, as well as class assemblies and a Reception, Year One and Two drama production.

The following subjects are taught as discrete lessons in EYFS and Key Stage One:

k) PE

The PE programme includes gymnastics, dance, games, and swimming and is taught by a PE specialist. The children have one lesson of swimming, PE and dance each week, in which they learn basic skills, safety, self-expression and teamwork. They learn to master movements and develop balance, agility and co-ordination whilst applying these in a range of activities.

l) French

Children learn the basis of the French language in weekly sessions, whilst at the same time developing an understanding of the French culture.

Prep School Curriculum Y3-Y8

The educational provision through Y3-Y8 takes the best from traditional and modern methods. Classes are taught in an ordered environment with structured lessons designed to stretch and challenge every child. A variety of teaching methods are used to ensure that every type of learner performs to his/her best ability. We believe that high expectations are the key to high achievement. The curriculum is broad and, although we take the National Curriculum as our base, we extend beyond this in many ways. Subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with an ECHP. Children are given the opportunity to work to a very high standard in the intellectual, physical, and creative areas of the curriculum.

The curriculum and education that pupils receive at Hurst enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and assume leadership roles as they progress through the school. The curriculum is designed to be informing, creative, relevant and stimulating, and to allow scope for the pupils to develop their talents and interests and help to prepare them for the opportunities, responsibilities and experiences of adult life.

All pupils at Hurst have the opportunity to learn and make progress. Regular assessments and marking ensure that all pupils are monitored closely, and the Head of Learning Support notifies staff of any children with specific needs, who will need different teaching strategies, differentiated tasks and additional help to access the curriculum. The Challenge Grade Review System is a comprehensive resource which enables staff and parents to monitor the children's attainment and progress as they pass through the school. In addition, it records significant achievements and enables strategies to be put in place to support a child at an early stage, if required.

Our timetable is in line with the Senior School, which creates greater fluidity between the two schools. Most lessons are of one hour in duration and the timetable extends over two weeks, known as Week A and Week B. This enables us to make the best possible use of the College's excellent facilities and staff.

Detailed schemes of work for each department are stored electronically so that all teachers in each department can access them.

Our curriculum provides pupils with a wide range of educational experiences:

Literacy skills are predominantly delivered through the English curriculum although all teachers share some responsibility for the teaching of literacy. The marking, spelling and presentation policies reinforce literacy skills in all subjects. Progress and attainment are monitored regularly through assessments but also through the annual formal assessments, results of which are recorded and monitored centrally.

Drama is an important vehicle to aid the development of speaking and listening skills and this is further reinforced by optional Lamda lessons, which some pupils choose to participate in.

Numeracy skills are mainly delivered through the mathematics curriculum and progress and attainment are assessed regularly at the end of topics. There is also an annual formal assessment of progress in mathematics, the results of which are recorded and monitored centrally.
The Maths curriculum enables pupils to use and apply mathematics, understand shape, measures, and data handling, develop a capacity for logical thinking and express themselves independently using number. All pupils are encouraged to explore mathematical problems in a variety of contexts and through a variety of subjects including ICT, DT, science, and geography.

Linguistics are taught through French(Y3-Y8), Spanish (Y7+Y8) and Latin (Y3-Y8) and additionally through the activities programme in other languages where there is sufficient interest.

Science is delivered through the science curriculum. This enables pupils to increase their knowledge and understanding of nature, materials and forces and develop enquiry skills, form hypotheses, conduct experiments and record their findings. The children use the science laboratories in the Senior School, which are very well equipped.

Computer Science and ICT Children develop an understanding of the key concepts ranging from organising and storing data to logical sequencing, program structure and simple algorithms. This is in addition to the use of software for word processing, spreadsheets and presentation, well as research through the internet. Technological Skills & Digital Literacy are developed through each subject area where appropriate.

DT is taught formally to pupils in year 7 & 8 who use the DT workshops in the Senior School, giving them access to sophisticated machinery and tools. They can produce high quality products, evaluating their processes and methods. They are also able to use the computers in the Senior School for some of their computer aided design work. In Years 3-6 technological experiences are delivered through the Art and Design curriculum using a variety of two- and three-dimensional media and materials and also through other areas where problem solving in three dimensions is explored, for example science and the challenges as part of the induction programme.

PSHCE, REP (Religion, Ethics and Philosophy) and a comprehensive tutoring programme deliver the **Human and Social Education** of our pupils, promoting their spiritual, moral, social, and cultural development; this is reinforced further by assemblies, the house system and their participation in Chapel services.

The **PSHCE** programme is designed to meet the aims of the school and the school ethos. A strong emphasis is placed on the development of moral values, the awareness of what it means to be a good citizen and respect for others and the environment.

The **Physical Education** curriculum and the Games programme enable all pupils to participate in a wide range of sporting and physical pursuits. In PSHCE, science and the tutoring programme, pupils are taught about the need for a balanced diet and healthy eating.

Aesthetic and creative education is delivered through Art and Design where a broad range of media and approaches are explored. The display of artwork is taken seriously and is a focus throughout the school and celebrated in the displays around the school as well as at exhibitions of the children's work. The creative education of our pupils is also delivered through the music curriculum, which focuses on encouraging all the children to think of themselves as musicians. There are a wide range

of peripatetic instrumental and vocal available to the children and they are also able to participate in a large selection of choirs and instrumental groups. Drama at Hurst is an important educational experience with timetabled lessons provided for Years 3 to 8. Theatre productions enable large numbers of pupils to participate in performances throughout the course of the academic year; these are compulsory in Years 3 – 6 and optional in Years 7 and 8.

Learning Support

The Learning Support Department provides support for those children with specific learning needs. Children receiving support generally attend lessons lasting 30 minutes once or twice a week Y3-Y8, although these may increase to 60minute lessons in Y8. All staff have access to the Learning Support Register on the grades and reporting system, which is kept up-to-date, changes are communicated to the staff though staff meetings. Throughout the year the register is updated as new pupils join or individual needs are identified. The Learning Support Register provides the teaching team with detailed information on all pupils who require learning support. Planning of differentiated tasks and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

ECHP

Where a pupil has an Education, Health, and care Plan (ECHP) every effort is made to ensure that the needs of that pupil are properly provided for. The learning support team works closely with teachers to ensure they are fully informed about the needs of the pupils and to advise on the best teaching strategies for them. Children with ECHPs for educational needs may find the curriculum at Hurst difficult to access, as there is a selection process to gain entry to the school. Children with ECHPs for physical needs who can access the curriculum are very well supported and contribute greatly to the life of the school.

Careers Education is covered formally through the Tutoring programme in Years 6 -8. In addition, the PSHCE curriculum enables the children to consider themselves and their strengths and weaknesses and thus relate these to the world of work. Formal Careers education is continued in the Senior School. In addition to this, speakers are invited into school to speak to the children about various issues including their jobs.

1. Senior School

Our aim is to provide a broad curriculum that enables all pupils to learn and make progress so that they are effectively prepared for the opportunities, responsibilities, and experiences of life in a British society. All pupils of compulsory school age receive a full-time, supervised education which gives them experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative fields. They acquire speaking, listening, and numeracy skills and encouraged to respect other people through the personal, social, health and economic education programme. Secondary age pupils have access to accurate, impartial, up-to-date careers guidance which enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (see the Careers Department policy).

Senior and Prep School Heads of Departments liaise to ensure that Schemes of Work are co-ordinated and suitable for the ages, aptitudes and needs of all pupils, including those with an Education, Health, and Care plan. Opportunities for the effective application of ICT to enhance studies are identified and lesson planning considers the differing needs of individual pupils.

On joining the senior school, students in the Shell year embark upon a curriculum which covers six compulsory core subjects (English Language and English Literature, Mathematics and the three Sciences) along with three compulsory creative subjects (Dance, Drama and Physical Education). Pupils also choose six optional subjects from (Computer Science, French, Geography, History, Latin, REP (Religion, Ethics and Philosophy) and Spanish, Art, DT and Music). These subjects are taught in 54 periods (of approximately one hour in length) per fortnight. In addition, there are 3 Games Sessions, Tutor Periods and PSHCE (which incorporates personal, social, health and economic education and careers guidance). Students who require Learning Support or English as a Second Language do not follow the full curriculum in order that these extra lessons can be fitted into their timetables.

At GCSE level, pupils in the Remove and Fifth Years, follow a core curriculum comprising English Language and Literature, Mathematics and the three Sciences. They then complete their timetable by choosing another four subjects. They can choose from Art, Computer Science, Dance, Drama, DT, French, Geography, History, Latin, Music, PE, REP (Religion, Ethics and Philosophy), Spanish and this gives them 50 periods per fortnight with a Service afternoon, Games Sessions, Tutor Periods and PSHCE filling the rest of their time. Once again students requiring LS and ESL lessons follow a reduced curriculum.

Pupils in the Sixth Form usually choose 3 A level subjects to study (4 if they wish to study Further Maths), or the Double BTEC Sport Science Programme together with one A level at the start of the LVI (Y12), chosen from all the subjects on offer at GCSE level and in addition Art and Design (Photography), Business, Classical Civilisation, Economics, Further Mathematics, Music Technology, Politics, Psychology and Sociology. Most students will also take the EPQ as an extension of one of their A level subjects or, alternatively, an area of personal interest or activity outside the main programme of study within the Sixth Form 3+ pathway. A Tutorial programme is included to prepare pupils for life beyond the College, including UCAS preparation, and the Games Sessions and Service afternoon continue.

2. Curriculum Overview

(Reviewer: Graham Moir, August 2023)

Prep School

(Reviewer: Graham Moir, August 2023)

Reception – Year 2

In KS1 a timetable is followed, including in EYFS (Reception), this becomes gradually more structured as the pupils progress towards Y2. The early part of the day is set aside for approximately 1 hour of focused work on numeracy and approximately 1 hour of focused work on literacy. There is an emphasis on pupil led learning, through the second stage of the day which seeks to draw out and extend the key numeracy and literacy topics covered in the early part of the day.

The second half of the day also includes the more physically demanding activities such as the Woodland School programme, Dance/Gym, Drama, Swimming, PE and Music, ensuring academic progress and an all-round education.

Homework

Reception, reading each day and occasional maths practise with numicon packs.
Year 1 and 2, daily reading at home is expected and encouraged through the Reading Challenge.
Weekly spellings/handwriting activities.

Years 3 - 6

Pupils in Y3-Y6 follow a curriculum designed to develop with rigor the fundamentals of numeracy and literacy, these two subjects therefore make up 50% of the curriculum time. In addition, pupils study Science, French, Latin, Geography, History, REP (Religion, Ethics and Philosophy), Music, Art, Drama, Computer Science, PE, Swimming and PSHCE.

Pupils in Y7 and Y8 follow a set curriculum, designed to lay the foundations of a GCSE course. This ensures that pupils experience a wide range of subjects before making informed decisions prior to moving into the Shell where they may discontinue some subjects.

In Y7 pupils will study Maths, English, Science, Latin, Geography, History, REP (Religion, Ethics and Philosophy), French, Spanish, Computer Science, Music, Art, DT, Drama and PE. Several pupils may follow a literacy course rather than Latin in Y7 and Y8, with an emphasis on further developing skills required for the English language.

In Y8 pupils follow a very similar set of subjects.

Homework

Year 3 = 15 minutes reading per day (spellings and times tables)
Year 4 = 15 minutes reading per day and 3 preps per week (20 mins)
Year 5 = 4 preps per week (20 minutes each) plus daily reading
Year 6 = 8 preps per fortnight (30 minutes each) plus daily reading

Year 7 WEEKLY Prep	
Subject	Duration / Mins
Maths	45
English	40
Science	30
Latin	30
Geography	1 x 30 min fortnightly
History	1 x 30 min fortnightly
RS	1 x 30 min fortnightly
French	30
Spanish	30
DT	1 x 30 min fortnightly

Year 8 WEEKLY Prep	
Subject	Duration / Mins
Maths	45
English	40
Science	45
Latin	30
Geography	1 x 60 min fortnightly
History	1 x 60 min fortnightly
RS	1 x 60 min fortnightly
French	30
Spanish	30
DT	30

Shell (Year 9)

The Shell curriculum forms the first year of the three-year GCSE programme.

Shell Sets

Pupils are separately set for English, Mathematics, Science, History, French and Latin.

The Curriculum for the Shell

CORE (56%)	**OPTIONS (44%)**

		*Pupils may choose these languages if they have not studied them before.	
MAIN	**CREATIVE**	**MAIN**	**CREATIVE**
English	Dance	Up to five subjects chosen from:	Up to two subjects chosen from:
Mathematics	Drama	Computer Science	Art
Science	PE	French	DT
		Geography	Music
		History	
		Latin	
		REP	
		*Spanish	
		ESL / Non examination Learning Support	ESL / Non examination Learning Support

In addition, Shell pupils receive sessions as part of the Personal Enrichment Programme, designed to address topics for PSHCE (personal, social, health, citizenship etc).

Shell Michalemas Exams
In November, the Shell have a formal assessment of their performances and relative ability. Set changes can be made on the back of these assessments.

Remove & Fifth (Years 10 & 11)
Option choices are made during the Shell year. A separate booklet outlining the GCSE courses is issued to parents to help guide them through the options process. The GCSE curriculum is as follows:

Remove and Fifth Form curriculum

CORE	**OPTIONS**	
60%	**40%**	
English	Up to four subjects (at least one of which must be a * subject) chosen from the following list:	
Mathematics	*Religion, Ethics and Philosophy	*Geography
Science	Art	*History
	*Computer Science	*Latin
	Dance	Music
	DT	PE
	Drama	*Spanish
	*French	
	ESL / Non examination Learning Support	

Allocation of teaching hours at GCSE
In the Remove and Fifth Years, most subjects have 5 hours of teaching per fortnight. There are, however, some differences as set out below:

Remove and fifth	
Subject	**Lessons per fortnight**
English	8
Maths	8
Science (Biology, Chemistry and Physics)	14
All other option subjects	5
TOTAL	50

We can be quite flexible with our structure, matching the total number of subjects studied to the ability of each child. However, most students study 10 subjects at GCSE.

Setting
Setting in English, Mathematics, Latin, French and the Sciences ensures that we are able to match the pace of lessons to pupils' aptitudes. These sets are reviewed at least once a year.

Sixth Form (Years 12 & 13)
To matriculate into the Sixth Form at Hurst with a reasonable prospect of achieving A level success, our experience suggests that pupils require particular grades at GCSE. The exact requirements are set out in the Sixth Form Options booklet, however as a guide, pupils will require a grade 7/8/9 at GCSE in the subjects that they intend to study in the Sixth Form at Hurst. Where a pupil wishes to start a new subject which they have not studied before, they need to have achieved a 7/8/9 in a GCSE subject closely related to it [ie for Economics, a pupil should have a 7/8/9 in Maths GCSE]. Students should also have a minimum of a 5 grade at GCSE in Mathematics and English. However, we recognise the need to be flexible and to operate on an individual pupil basis, working closely with each student on his or her choices, to establish what will be the best programme of study for them.

At AS & A2 level
Most subjects are taught for 11 lessons per fortnight, but some practical subjects have an extra lesson. Those taking Maths with Further Maths have 17 lessons per fortnight in LVI and 18 lessons in UVI. Students are expected to be working towards university entrance, which normally requires 3 A levels.

Students can choose from the following subjects (in the case of minority subjects the viability will depend on the numbers opting for them):

Art & Design, Art & Design (Photography), Biology, Business, Chemistry, Classical Civilisation, Computer Science, Dance, Design & Technology, Drama & Theatre Studies, Economics, English Literature, French, Further Mathematics, Geography, History, Latin, Mathematics, Music, Music Technology, Physical Education, Physics, Politics, Psychology, Religion, Ethics and Philosophy, Sociology and Spanish.

BTEC
BTEC course in Sport is also offered within the A level blocks.

Prep (Homework)

A prep timetable is provided for pupils in the Shell, Remove and Fifth, pupils should be allowed a minimum of two nights to complete the work set.

Shell
Shell pupils should be set the following Prep over a fortnight:

- English and Maths: 2 hours each
- Other subjects: 1 hour each

GCSE pupils
Remove and Fifth Form pupils should be set the following Prep over a fortnight:

- Remove year: 1.5 to 2 hours per GCSE subject
- Fifth Form year: 2 hours per GCSE subject

Sixth Form
Sixth Form pupils are normally set Prep on a weekly basis, and they should manage to do an hour's work outside the classroom for every hour spent in it. Many pupils have study periods to work in during the school day. All pupils should arrange their own prep schedule, in discussion with their tutor, and should be allowed a minimum of two nights to complete the work.

The quantity of work which individuals can produce varies widely. Teachers will use their professional judgment on this matter and liaise with their Tutor to monitor this.

A note regarding Prep time
No school or other engagement should be arranged for pupils during prep time without special permission from a Deputy Head, Head, Head of Section or Head of Year.