

POLICY STATEMENT:

It is the policy of this school to ensure that all pupils receive a broad and balanced curriculum which enables them to develop as active and competent learners equipped with the knowledge, skills and understanding that they need in order to lead fulfilling lives.

AIMS:

As a school we aim to:

- provide every child with the *highest quality educational framework* and the opportunities to realise his or her full individual potential - academic, physical, creative and spiritual
- develop sound work habits and *attitudes to learning*, whilst preparing pupils thoroughly for examinations for senior independent schools.

To a great extent Pennthorpe measures its academic performance by its pupils' results in Common Entrance and Scholarship examinations to senior independent schools. For this reason the School's academic curriculum is not governed by, or restricted to, the National Curriculum, although it is *informed* by it and some curriculum documentation makes reference to it where appropriate.

This curriculum policy is supported by appropriate plans and schemes of work (SOW). There are separate Pennthorpe Departmental Handbooks available to all staff. These cover the full range of the curriculum and include the aims of all academic and non-academic subjects, resources, our expectations of the pupils, and details of extra curricular activities.

These schemes of work together provide for:

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of pupils, including those pupils

With specific learning difficulties or those who are considered to be gifted or talented;

- pupils to acquire skills in speaking and listening, literacy and numeracy;
- personal, social and health education which reflects the school's aims and ethos (see PSHE scheme of work);
- all pupils to have the opportunity to learn and make progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Specifically we aim:

- to enable all pupils 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 the basic skills for speaking and listening, of literacy, numeracy and information technology (ICT).
- 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 enable children to be positive citizens in society.
- to fulfil all the requirements of the ISEB and Scholarship syllabuses.
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

SYLLABUSES AND PLANNING:

1. LONG TERM PLANNING

The Curriculum is translated into plans and practice by syllabuses or frameworks. These are detailed yearly plans written by the Heads of Department in the Prep School and by Class Teachers in the Pre-Prep School (in consultation with Pre-Prep School Subject Coordinators). These syllabuses or frameworks plan for a year group and clarify priorities for teaching and for assessment in each year.

In the Prep School the framework consists of aims, work to be covered in the year with reference to Common Entrance requirements and National Curriculum (programmes of study, key objectives and attainment targets) within the Key Stage.

In the Pre-Prep School (Year Reception to Year 2) the framework for the subjects consists of the work to be covered in the year with reference to National Curriculum requirements, which is later incorporated into topics for the year and schemes of work for the term.

Reception classes follow the Foundation Stage document which sets out the six areas of learning. The six areas of learning are delivered through topics. In each topic they cover mathematical, communication, language and literacy, physical, creative, PHSE and knowledge and understanding of the world.

2. MEDIUM TERM PLANNING

The termly scheme of work is a more detailed account of topics to be covered and should be presented offering:

- learning objectives
- strategies of teaching
- expectations of pupil learning
- differentiation
- assessment opportunities
- opportunities for use of ICT
- links to whole school targets
- opportunities for independent research e.g. further use of the library

Termly Schemes of work are moderated on a cycle through the academic year by the Director of Studies in the Prep School and the Head of Pre-Prep in YR-Y2.

3. SHORT TERM PLANNING

Teachers are expected to make their own short term weekly plans which give teaching intentions on a daily basis. Lesson plans should specify the following:

- specific learning objectives of the lesson
- pupils' tasks
- classroom organisation and management including directions for TA's
- differentiation
- resources to be used
- prep and assessment opportunities

These plans are moderated on a cycle through the academic year by the Director of Studies in the Prep School and the Head of Pre-Prep in Reception-Y2.

The Director of Studies oversees scrutiny of work in all subjects across the Prep school and the Head of Pre-Prep oversees work in the Pre-Prep area of the school.

STAFFING AND RESOURCES:

The role of the Head of Department and Subject Co-ordinators is to:

- provide a strategic lead and direction for their subject.
- support and offer advice to colleagues on issues related to their subject.
- monitor pupil progress within their area.
- provide and oversee marking and assessment policies.
- provide efficient resource management for their subject.
- keep up to date with developments in their subject, at both national and local level.
- review the way the subject is taught in the school and plan for improvement.

MONITORING AND REVIEW

The Academic Steering Group is responsible for monitoring the way the curriculum is implemented. This is attended by all Heads of Department, the Headmaster and two governors who have specific academic expertise.

The Headmaster and Director of Studies are responsible for the day-to-day organisation of the curriculum.

More detailed information about the curriculum, assessment, and record keeping can be found in the school handbook.