

PENNTHORPE CURRICULUM POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE



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Policy Author:	Assistant Head, Academic
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INTRODUCTION:

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.
- Provide a curriculum that is **fun, inclusive, creative** and striving for **excellence** in all areas.

Pennthorpe measures its academic performance by its pupils' results in Pre-Tests, 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). These are found in the separate Pennthorpe Departmental Handbooks and Schools Handbooks and can be requested by parents. 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. Overviews of all department curriculums are available in the school's welcome booklets provided to parents in hard and soft copy and on the School website.

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, health and economic education, which reflects the school's aims and ethos (see PSHEE scheme of work) and encourages respect for other pupils.
- All pupils to have the opportunity to learn and make sustained progress.
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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 Pre-Test, Common Entrance 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.
- To emphasise the fundamental British Values of democracy, the rules of law, individual liberty and mutual respect and tolerance of those people with different faiths and beliefs.

SCHEMES OF WORK AND PLANNING:

1. SCHEMES OF WORK (LONG TERM PLANNING):

The Curriculum is translated into plans by schemes of work. These are detailed yearly plans written by the Heads of Department in the Prep School and by Class Teachers in the Pre-Prep and overseen by the Assistant Head Academic. These schemes of work plan for a year group and clarify priorities for teaching and for assessment in each year as well as the objectives and topics to be covered.

In the Prep School (Year 3 – 8) the scheme of work 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 (EYFS – 2) the schemes of work for the subjects consists of the work to be covered in the year with reference to National Curriculum requirements, which is later SENCorporated into topics for the year and schemes of work for the term.

In the Early Years, Honey Pot, Kindergarten and Reception classes follow the Early Years Foundation Stage curriculum which sets out the **seven** areas of learning. The **seven** areas of learning are delivered through topics and programmes of activities which are appropriate to their educational needs. The seven areas of learning are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design;
- Physical Development;
- Personal, Social and Emotional Development;

- Communication and Language.

2. MEDIUM TERM PLANNING:

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

- Learning objectives
- Teaching activities
- Differentiation (Must, Should and Could)

Half termly plans are moderated on a cycle through the academic year by the Head's of Department, Assistant Head, Academic across the school and the Head of Pre-Prep in the Foundation Stage and Pre-Prep.

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 Teaching Assistant's
- Differentiation
- Resources to be used
- Prep and assessment opportunities

CURRICULUM MONITORING:

These plans are moderated throughout the year by the, Assistant Head, Academic, Heads of Department and The Head during lesson observations.

The Heads of Department in conjunction with the Assistant Head, Academic oversee scrutiny of work in all subjects across School. The Head of Pre-Prep oversees scrutiny of work in Reception, Beehive and Honey-pot.

PLANNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

We are committed to ensuring that all learners, regardless of ability, gender, race, religion, cultural background or physical disability, have equal access to the curriculum.

Wherever practical, provision will be made for learners that have specific talents, special educational needs and disabilities, or indeed an EHIC plan of Special Educational Needs that affects their ability to take part in lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, emotional and behavioural difficulties, and/or English as an additional language. It is the responsibility of the teacher to ensure that any special materials/equipment needed for a lesson are available to these children. In addition, children who have been recognised as Gifted, Able or Talented will benefit from appropriate differentiation to ensure challenge.

This includes the following:

- Individual needs are identified as early as possible.
- Each child has his/her individual need met.
- Action is determined in consultation with the parents.
- The views of the child are taken into consideration.

- We ensure there is regular liaison between the child's teacher/learning support/Specialist support/parent.
- Teachers use a variety of teaching and learning strategies in order to enable their pupils to access the curriculum.
- Learning activities are differentiated according to the child's specific needs and levels of ability.
- Additional opportunities are provided for those pupils with specific talents.
- Provision and progress are monitored and reviewed regularly.
- Experience and expertise of all parties available are used to determine an effective approach, this could include external agencies such as an Educational Psychologist or Occupational Therapist.
- Disciplinary procedures are adapted to recognise the different expectations we might have of pupils who might have congenital conditions such as ADD, Aspergers or Autistic Spectrum Disorder (ASD).
- Provision is in line with the Special Educational Needs Discrimination Act and the Special Educational Needs Code of Practice.

PROVISION OF ADDITIONAL 'STRETCH' OPPORTUNITIES FOR G&T STUDENTS WITH INVITATIONS TO 'TALENT POOL' SATURDAY WORKSHOPS, THE PRE-PREP ENRICHMENT PROGRAMME, COMPETITION ENTRIES, 'MASTERCLASS' EVENTS AND VISITS TO OTHER SCHOOLS

COURSES OF ACTION:

1. In most cases, a pupil's learning needs will be met within the classroom by the class / subject teacher. Differentiation for pupils with learning difficulties or specific talents should be evident in the planning.
2. If needed, a period of in-class support using a teaching assistant may be arranged.
3. If the needs of the child are still not being met, then the child will be referred to the learning support department. Here, with the agreement of parents, pupils receive individual specialist tuition. He/She will normally have two lessons of 25 mins per week following an individually planned programme. The agreed programme is put in writing and sent to parents for their written approval. At this stage it may be considered appropriate to involve the help of outside agencies such as an educational psychologist. The SENCo and specialist teacher work closely with both class / subject teachers and parents to ensure the child's individual needs are met. It is the responsibility of the Specialist teacher and the SENCo to maintain the child's profile which should include a record of their identification, intervention and progress.
4. Pupils who are considered gifted, able or talented are invited to participate in additional Enrichment classes, both during the school day and in additional classes, at the weekend.

More specific details are given in the whole school Special Educational Needs Policy and this should be read in conjunction with this policy.

ENGLISH AS AN ADDITIONAL LANGUAGE:

This refers to pupils who have a home language other than English. It is Pennthorpe's aim to provide the highest quality of education for all pupils and it welcomes those who have English as an additional language.

The identification and assessment of the special educational needs of pupils whose first language is not English, requires care. Teachers will primarily look at all aspects of a pupil's performance in different subjects to establish whether the problems they are experiencing are due to the limitations of language

or arisen from special educational needs. It is the Head of Schools or SENCo's responsibility to co-ordinate the support for pupils with English as an additional language.

AIMS:

- To identify all pupils requiring EAL provision as early as possible.
- To ensure that EAL pupils feel welcomed in a school which values cultural diversity.
- To enable EAL pupils to access the whole curriculum through support both in and out of the classroom as needed.
- To promote pupil participation in decision about their learning.
- To ensure parents of EAL pupils receiving support are fully informed of their child's progress and attainment.

CAREERS EDUCATION:

Careers education is covered in a variety of areas impartially and in a way we feel is appropriate for the age of pupils and the stage of their development. Pupils are exposed to a broad range of options enabling them to explore and make informed choices, get to know themselves and further their understanding of their strengths, weaknesses and interests relating to the future world of work,

PSHEE Units in Year 5, 7 & 8 specifically address careers education by looking at careers types, challenging career stereotypes, developing enterprise skills and routes into different careers.

School visits to places of worship, Supermarkets, Field Trips, and Foreign visits all provide opportunities to see potential career options.

Guest Speakers – whenever possible we have encouraged visitors to visit and share their expertise in their chosen profession. So far this has included Designers, Conservationists, Scientists and Sport coaches/players.

PSHEE/RSE/BRITISH VALUES:

PSHEE is taught as a named subject in Year 1 to 8. Statutory RSE requirements are addressed within our PSHEE curriculum. There is a written and effective Scheme of Work which is implemented in a broad and appropriate way.

We teach British values, both explicitly through lessons, but also through the soft curriculum. Staff actively demonstrate them in their own practice and in their relationships with peers and pupils, across the breadth of school life.

Our curriculum does not discriminate against pupil's contrary to the Equality Act, on the basis of any protected characteristics which may include age, disability, race, religion and belief, sex or sexual orientation.

We incorporate online safety into our teaching both in Computing lessons and via other subjects when such technology is introduced.

Safeguarding of our pupils is paramount and our curriculum delivery is woven through with ongoing review and, if necessary adjustment, of approach/ content and pastoral care to optimise the safety of pupils in our care.

STAFFING AND RESOURCES:

The role of the Head of Department 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.

LEARNING, TEACHING, ASSESSMENT AND PROGRESS:

The school aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that learners:

- Acquire new knowledge, skills and understanding progressively in the subjects taught.
- Are able to achieve standards commensurate with their potential.
- Are competent and increasingly independent learners.
- Can concentrate, co-operate and work productively with others.
- Are actively involved in a dynamic process of thinking and discovering for themselves.
- Are able to assess their own work or that of their peers during peer review.
- Make progress appropriate to their potential.

To achieve this, teachers are expected to ensure that their lessons and/or activities:

- Are well planned and have clear aims and purposes which are shared with the children.
- Demonstrate strong subject knowledge and understanding.
- Cater appropriately for the learning of learners of differing abilities, interests and learning styles including pupil aptitude and prior attainment.
- Make use of resources of a good quality, quantity and range and learning tasks will be suitably differentiated to match individual learning needs.
- Online safety is included as appropriate and any adjustments in response to safeguarding concerns are included.
- Create and sustain learners' interests and motivation.
- Ensure the full participation of all learners through effective behaviour management.
- Signal high expectations to all learners and set high but attainable challenges.
- Incorporate regular feedback to learners through thoughtful marking and discussion with learners.
- Use an effective assessment framework to determine the next steps and inform future plans.
- Help learners to form useful assessments of their level of attainment and what needs to be improved.
- Encourage learners to demonstrate independence and autonomy.
- Uphold core British values and do not discriminate.
- Ensure that learners can make progress in accordance with their potential.

Further, teachers are expected to assess their own performance and make appropriate revisions and adjustments to facilitate the progress of learners.