

Edenhurst Preparatory School

Curriculum Policy

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1. INTRODUCTION AND AIMS

1.1 This Policy is a statement of the aims, principles and strategies for teaching and learning at Edenhurst Preparatory School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

1.2 The School offers a full-time, supervised education for pupils aged 4+ to 13+. It gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

1.3 The School ensures that all pupils have an opportunity to learn and make progress.

1.4 The School provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

1.5 This Policy was reviewed during the summer of 2010 and will be considered for further review at the end of the year 2010/11.

2. WHAT IS TEACHING AND LEARNING?

Teaching And Learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Independent Schools Examinations Board 11+, 12+, 13+, the National Curriculum and Religious Education.

2.1 Aims

2.1a Our Aims For Teaching And Learning are that all children will

- be tolerant and understanding with respect for the rights, views and property of others
- develop a responsible and independent attitude towards work and towards their roles in society
- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

2.2 Principles of Teaching and Learning

2.2a We See Teaching And Learning as a process of cooperative team work so we welcome and encourage the involvement of parents and others in the community.

2.2b All Members Of The School (teaching and non-teaching staff, parents and pupils) work towards the school's aims by

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work

- working as a team, supporting and encouraging one another.

2.2c Teachers work towards the school's aims by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the school's Curriculum
- having a positive attitude to change and the development of their own expertise
- working collaboratively with a shared philosophy and commonality of practice.

2.2d Pupils work toward the school's aims by

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised, e.g. bringing necessary kit, taking letters home promptly, returning reading books regularly, returning homework duly completed
- conducting themselves in an orderly manner in line with the School Values for pupils
- taking growing responsibility for their own learning.

2.2e Parents work toward the school's aims by

- ensuring that children attend school in good health, regularly and punctually, eschewing term time holidays
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing reading, and assisting in learning of tables, handwriting and spellings
- allowing their children to take increasing responsibility as they progress throughout the school.

2.3 Strategies for Teaching and Learning

2.3a Our Curriculum Is Organised on a subject basis wherein

- English, Mathematics and Science are given a predominant role in the timetable
- Geography, History, Religious Studies, Art and Design Technology are taught in Infant classes by the Form Teacher; Music and Physical Education are taught by specialist teachers
- French, Latin (Year 6), Information Technology and Drama are added to the timetable in the Prep forms (Years 3-6), Spanish in ACE (Yrs 7 and 8)

2.3b The Predominant Mode Of Working is class work although individual work and group teaching are used where appropriate. Within this structure

- groups are usually of mixed ability although matched ability sets may be used
- relevant discussion is encouraged, but written work is essential as a part of every classroom lesson.
- ICT is used to support all subjects

2.3c There Is Specialist Teaching, in all subjects.

2.3d Classroom Assistants work alongside teachers in the Infant (KS1) forms, Preps I and II, (Years 3 & 4). They

- assist the teacher in the classroom by helping to prepare work, and tidy up
- are expected to help in the delivery of lessons
- listen to readers in class and in other classes throughout the school
- take part in duties both in the dining room and outside on the playground
- are encouraged to develop their careers by keeping up to date with modern technology and the latest developments in the curriculum
- support individual children with Special Needs on a 1:1 basis or in groups

2.3e Commercially Available Schemes Of Work are used where appropriate to support the teaching of mathematics, science and English.

2.3f Pupils With Special Needs (including the most able) receive extra support in the classroom. Referral may be made to an educational psychologist or the school's specialist dyslexia support teacher. *See the separate Learning Support Policy.*

3. CURRICULUM ENRICHMENT

3.1 Curriculum Enrichment is an important addition to the work of the school and occurs outside the normal timetabled lessons. The Activity programme on Mondays and Fridays offer craft, sport, music and hobby sessions. Other opportunities are listed below:

Activities	Monday & Friday 3:20 – 3:50	All pupils Y3-Y8
Ballet	Monday 3:20 – 4:00	Infants, optional
PSHE	Tuesday 8:50 – 9:25	All pupils
Dance	Wednesday 12:20 – 1:00	Prep forms on a rota
Art	Wednesday 12:20 – 1:00	Selected pupils
Chamber Orchestra	Wednesday 12:20 – 1:00	Selected instrumentalists
Jazz Dance	Wednesday 4:15 – 5:00	Y3-8, optional
Gifted and Talented pupils	Thursday 8:50 – 9:25	Assessment results
Dance	Thursday 8:50 – 9:25	All infants on a rota
Thinking skills	Thursday 8:50 – 9:25	Y6 other than G&T
Judo	Thursday lunchtime break	All pupils, optional
Art	Lunchtime Breaks	Y3-8 optional
Library	Lunchtime Breaks	Y3-8 optional
Music Ensembles	Breaktimes	Optional but normally include all those who learn an instrument
Sports Coaching	Lunchtime breaks and after school	Optional
School Debate	Termly	All pupils Y3-Y8

4. HOMEWORK

4.1 Homework is considered to be a valuable element of the teaching and learning process therefore children are encouraged to work at home on a regular basis. It is expected that all Infant children will read at home and share a book with their parents. Older children will have multiplication tables and spellings to learn at home. Research questions will be given from time to time.

4.2 Reading Homework is given throughout the School. Pupils should read aloud, to an adult, until they have completed the Edenhurst Reading Scheme. As a ‘free reader’ pupils should continue reading homework to develop the skill of silent, sustained reading.

4.3 Regular Homework is set for children. The table below is a guide to the number of subjects set per week. For Reception and KS1 children the total amount of time taken should not normally exceed 15 minutes. For children in the Prep Forms the total amount of time spent on Homework should not normally exceed the 45 minutes duration of Homework Club. Pupils in Common Entrance should expect to work for about one hour maximum.

Class	Reading	Spelling	Tables or Number work	English written	Maths written	Science	Foreign Language	Humanities	Art
Reception	5	5 (Term 3)							
Form 1	5	5	4		1				
Form 2	5	5	4		1				
Prep I	5	5	5	2	2	1			
Prep II	5	5	5	2	2	1	1		
Prep III	5	5	5	2	2	1	1		
Prep IV	5	5	5	2	2	1	2	<i>occasional</i>	
ACE	5	5		1	1	1	2	3	1

4.4 Message to Parents re Homework:

“Even with these recommendations a certain amount of discretion is required. We do not want children to be struggling for hours with homework. If this is the case, parents should tell the child to stop working after the given time and let us know. A Homework Diary is issued and a School Bag (infants only) and we should be grateful if parents would:

- initial the Homework Diary, Monday to Thursday after checking the work is complete
- sign your name at the bottom of the right hand page before Monday morning to show that the weekend’s work is done and that any other outstanding matters are finalised
- initial any message from the Form Teacher, or reply if necessary
- initial any note that a letter has been sent home.”

5. INVESTIGATIVE WORK

5.1 One Emphasis Of Our Teaching And Learning Policy is on first hand experience and we encourage children increasingly to take control of their own learning. Thus

- investigative work is common
- research is encouraged, using Libraries (including the school Library reference section) and the internet
- children are encouraged to communicate their findings in a variety of ways

6. EXCELLENCE IS CELEBRATED in display and performance wherein

- each child is given an opportunity to have work of a high standard displayed at some time in the school year
- sustained effort including drafting and reworking is encouraged to enhance standards
- school events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement

See the Separate Policies on 'Assessment' and 'Behaviour' for full details of Incentives and Rewards.

6.1 Display Guidelines

- Teachers plan for the display of work in their medium term planning, highlighting opportunities for displaying work in the classroom
- Class teachers are responsible for ensuring regular (half termly) turnover of displays in their classrooms, by consulting with subject teachers at the start of each term
- Subject teachers might plan to produce one display for each classroom each year
- Human resources are available to assist teachers in mounting and displaying work
- Different areas of the school are designated as display space for subjects
- The Library can be used for display of book reviews, Headmaster's Commendation work, anthologies of pupils' work
- The Science Lab and ICT room have their own display space, but these subjects, along with Music and PE could also contribute to classroom displays
- The content of displays should be challenging and meaningful
- Display boards should be covered in non-fade, bright paper with borders
- Work is effectively displayed when double mounted on bright card
- Titles should be large and bold, preferably cut-out
- Displays in areas other than classrooms should indicate the form and ages of children

7. SEX EDUCATION

7.1 Sex Education is a graduated, age appropriate programme which teaches children about sex, sexuality, emotions, relationships and sexual health. It is based around the three main elements of attitudes and values, personal and social skills, and knowledge and understanding. It aims to be age appropriate, and topics covered may include:

- ← • The function of body parts
- ← • The onset of puberty
- ← • The menstrual cycle
- ← • Contraception
- ← • Pregnancy
- ← • Birth
- ← • Sexual Health

7.2 It does not promote sexual activity.

7.3 Parents have the right to withdraw their child from their school's SE programme.

7.4 Elements of Sex Education are taught

- As part of the Science Curriculum
- By the School Nurse to Year 6
- As part of the PSHE Curriculum.

8. STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

8.1 Planning is a process in which all teachers are involved, wherein

- schemes of work for individual subjects are developed by coordinators (in collaboration with staff)
- medium term plans are drawn up by individual teachers for each term and monitored by the Headmaster
- regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- plans are given to Classroom Assistants to help in the effective delivery of the Curriculum.

9. SUBJECT COORDINATORS have a variety of roles. They have responsibility for the subject curriculum and for establishing high standards of teaching and learning in their subject and play a major part in the formulation of and implementation of the School Development Plan. They do this by

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development of medium and short term work plans and implementation of the scheme of work
- systematically monitoring and evaluating the teaching of their subject
- monitoring assessment, target setting and record keeping in their subject
- taking responsibility for the organisation of central resources for their subject
- keeping up-to-date with their knowledge of their subject, its theory, methods, programmes of study, attainment targets, expectations of inspectors, and attainment levels in school
- creating an effective communication system for all those involved within the subject and for promoting good practice
- advising the Headmaster on progress in all aspects of their role

Please see the Staff Handbook for further details.

10. MARKING OF CHILDREN'S WORK

10.1 Feedback To Pupils about their own progress is achieved through the marking of work.

Please see the Assessment Policy for full details on Marking Guidelines.

11. FORMATIVE ASSESSMENT

Please see the Assessment Policy for full details on Marking Guidelines.

12. CROSS CURRICULAR CONTINUITY is ensured by

- regular liaison meetings and discussion between teachers
- identifying links between subjects, contained in the overall 'Curriculum Plan', suggesting topics for Cross-Curricular' projects.

Please see the separate 'Curriculum Plan' for details of Cross Curricular projects.

13. STRATEGIES FOR RECORDING AND REPORTING

13.1 Records Of Progress kept for each child are

- a pupil fact file is kept in the school Office
- updated annually by class teachers and contain samples of pupils' work
- examined by class teachers at the start of each academic year as they prepare for a new class.
- retained throughout the child's time at the school

13.2 Reporting To Parents is done through written reports and orally at two Parents' Evenings each school year. (See Staff Handbook for details). Parents are made aware that they may meet their child's teacher by appointment at any other time, to discuss particular concerns

13.3 Formal Summative Assessment is carried out

at the end of each National Curriculum Key Stage (ie in Years 2 and 6) through the use of SATs and teacher assessment. On completion of this activity

- results of individual pupil's assessments are made available to the parents concerned
- the overall statistical profile (but not individual results) is made available to parents, LEA and national government.

13.4 School Examinations are held twice yearly, in November and June. Results are published to parents.

13.5 Standardised Tests are administered in each year group

Please see the Assessment Policy for full details.

13.6 A database of each child's results in standardised tests is held on computer. Analysis of results of KS tests, standardised tests and school examinations is carried out for the purpose of

- tracking the progress of individuals
- setting targets for subsequent years
- identifying trends and patterns

14. STRATEGIES FOR THE USE OF RESOURCES

14.1 Classroom Resources are the responsibility of classroom teachers who ensure that

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- all children know what they must not touch for reasons of safety and privacy
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

14.2 Central Resources are generally the responsibility of subject coordinators.

Stationery is ordered by the school secretary and stored centrally with free access for all staff.

14.3 Time is a resource that we value. To maximise its use

- in the early years, children's time is tightly organised by the teachers
- teachers and children must ensure that time is not wasted at the beginning of each lesson
- equipment and resources should be prepared in advance
- children's books and writing implements should be ready for use at the start of a lesson
- time wasting is further reduced by ensuring that tasks are made specific and clearly defined

14.4 Information And Communication Technology is a major resource which is used across the whole curriculum

Please see the ICT Policy and individual subject policies for details.

14.5 The School Library is a valued resource, run by a nominated member of staff and controlled by the English Department with help from a staff committee.

14.5a The Library contains

- fiction books; some fiction books are 'borrowed' by classes to act as a small library within each classroom
- non fiction books: infant non-fiction books are organised into 'topic' sections; for older children the reference section is classified using a simplified Dewey System
- periodicals
- TV and video
- computer with internet access and home for the databases of all books - fiction, non fiction and reading scheme books.

14.5b Children have access during the week to return and take out books

- in the morning before lessons begin
- at lunch time break
- pupils are recommended to train to become Library helpers

14.5c Lessons in the Library take the form of

- Library Skills
- Learning support for individuals or small group work

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