

Curriculum Policy

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Introduction

This policy lays the foundations for the **whole** curriculum and forms the context in which all other policy statements should be read. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Primary National Curriculum, 7+, 8+, 10+, and 11+ examinations and scholarships to Eaton House Belgravia Prep School and other Prep Schools as well as senior schools. The policy contains details of the provision for full-time supervised education of pupils of compulsory school age in accordance with section 8 of the Education Act 1996.

It includes the range of extra-curricular activities that the schools organises in order to enrich the experience of the children, as well as the 'hidden curriculum' or what our children learn from our expectations of them and the way we interact with them on a day to day basis.

Philosophy

Our school philosophy provides an overall framework for general and more specific whole school aims, and is the foundation from which all aspects of our school community develops.

- To create high standards of learning experiences for all children, providing access to all areas of the School Curriculum and, where appropriate, the National Curriculum
- To create a lively and stimulating learning environment that is exciting today, as well as a preparation for the future
- To create a caring, secure environment so that all in school feel a sense of worth
- To develop a care for the environment
- To create a partnership with parents
- To develop a positive place for the school within the community

To create a 'feel good' factor, so that each individual feels good about themselves, about what they do and about the school.

Aims and Objectives

Our whole school aims stress:

- Continuity
- Balance
- Recognition of the individual
- Variety of experiences, skills, attitudes, concepts and knowledge

To enhance self-esteem and the ability to value each person's own worth through a caring, secure environment.

- To develop an awareness of self and self-confidence and independence
- To develop sensitivity to others
- To develop self-discipline
- To develop self-esteem
- To develop acceptable behaviour
- To develop cooperation

To develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.

- To develop an enquiring mind
- To be able to make reasoned judgments and choices
- To develop independent thought
- To develop perseverance
- To be able to identify problems, investigate and find solutions
- To be able to plan independent work and organise their own time
- To encourage creative thinking
- To be adaptable
- To learn how to acquire information from various sources and record this in a variety of ways
- To be able to communicate ideas and information in a variety of ways for different occasions and purpose

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To develop each individual to his/her potential through offering a wide range of high quality experiences.

- To provide differentiated learning to meet individual needs
- To provide equal opportunity for all
- To extend individual talents and interests
- To develop children as autonomous learners

To develop social awareness, group responsibility and empathy through the social context of learning.

- To enjoy the same experiences regardless of sex, race or colour
- To be sensitive to the needs of others
- To develop a set of beliefs and values
- To develop confidence to make and hold moral judgements
- To develop respect for religious and moral values of other religions, races and ways of life

To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live.

- To develop a questioning attitude towards the environment
- To develop respect and care for themselves, their environment and the wider environment of the world.
- To understand the growth and development of society, including local and national heritage
- To develop an understanding and appreciation of the world in which we live
- To be aware of other times and other places

To develop children's imagination and creativity by offering a wide range of experiences.

- To develop the skills to use music, drama and the arts etc, as a means of expression
- To develop the ability to express feelings through the creative arts
- To appreciate all aspects of the arts

To promote a health-conscious environment.

- To understand the importance of health, hygiene and safety
- To involve children in regular exercise

To develop positive relationships between home, school and the community.

- To involve parents in their child's learning
- To develop a partnership between home and school
- To develop a partnership between school and the community
- To involve parents in school life
- To develop links with other agencies
- To develop links with other schools and education groups

To provide a broad, balanced, differentiated curriculum for all children.

- To provide a variety of differentiated experiences to support the above
- To provide a balance of core and foundation subjects
- To develop policies and schemes of work for all areas of the curriculum

Pupils work towards the School's aims by:

- taking advantage of all the opportunities the School offers – academic, spiritual, sporting, cultural and extra-curricular
- responding to the challenge of the tasks set and always giving of their best
- becoming increasingly responsible for their own learning
- seeking guidance from teachers if in doubt
- being punctual and ready to start lessons on time
- being organised – having all the necessary kit and equipment etc
- conducting themselves in accordance with the Golden Rules
- understanding there are consequences for their choices both positive and negative and they are in control of the choices they make
- being responsible members of a school community that values each individual.

Parents work towards the School's aims by:

- being realistic about their children's abilities and offering encouragement and praise
- providing support for staff and discipline within the school and avoiding term-time holidays
- taking part in discussions about their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework and supporting the ethos of the School as may be appropriate

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- ensuring that children arrive at School punctually
- supporting all relevant School events.

Equal Opportunities and inclusion

At Eaton House we value cultural diversity. All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum while in our school.

Work and activities are differentiated for pupils and they work in ability groups for maths and English, so that each child can achieve the learning objective at the right level. In these lessons boys work in a higher, middle or lower ability group but they may move between groups from lesson to lesson, depending on the activity.

Children with Special Educational Needs:

Learning Support aims to meet each child's individual needs following the guidelines of *The Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014)*

If a child displays signs of having special needs, then their teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If necessary the child is referred to the SENCo. Through detailed assessment, we identify at the earliest opportunity any child who may have special educational needs and provide intervention to match the pupil's level of need. Specialist intervention is provided where there is an identified specific learning difficulty and/or there is a mismatch between a child's potential ability and their current performance. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who have special needs. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

All staff are made aware of each child's needs so that their needs may be met in all school settings. When appropriate, external agencies, such as speech therapists, occupational therapists and educational psychologists provide specialist assessment, support and advice to the pupil, teaching staff and parents.

Support is provided in reading, spelling, writing, handwriting, touch typing, maths, auditory and visual skills, motor co-ordination and organisation and study skills. The level of support ranges from in-class support delivered to individuals, pairs, small groups or whole class. Staff,

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pupils and parents are involved in discussions about the type of support and the targets to be included in an Individual/Group Educational Plan. Continual monitoring serves to track individual progress and provide support when appropriate.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Organisation and planning

We agree long-term and medium term plans for each subject. These indicate what topics are to be taught in each term, and to which groups of children. We review the plans on an annual /termly basis.

Detailed daily reflective plans give clear guidance on the objectives and teaching strategies for each topic and the resulting outcomes and ways forward post teaching.

In the Early Years Foundation Stage our long and medium term plans reflect the Early Learning Goals so that the children are prepared for progression into the Key Stage One curriculum.

The curriculum is organised in two phases:

Early Years Foundation Stage

The curriculum that we teach in the Nursery and Reception (KG) classes includes the requirements set out in the revised Early Years Foundation Stage framework. Our curriculum planning takes account of the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the EYFS the teacher will assess the skills development of each child, and record this as the pupils work to achieved the ELGs. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key Stage 1 and 2

- Teaching in Years 1, 2, 3, 4, 5 and 6 is class based with subject specialists for PE, Games, Science, Music, French and Latin in Years 4, 5 and 6
- Support is provided by assistant teachers
- Individual subject policies and curriculum documentation provide specific details on content, setting, teaching strategies etc.
- All pupils have access to Learning Support and those with identified needs, including reading and motor co-ordination are supported in class or may be withdrawn for extra help as appropriate, to accommodate full inclusion at a later date.
- Additional Handwriting and phonics sessions take place for those children who need it

Early Years Foundation Stage and Key Stage 1 and 2

- All children have an Individual Learning Plan written and updated termly. This is created by the Head and the Class Teacher and includes how the children are developing academically, socially, if they have support and what termly targets are needed

Balance of Subjects – Pre- Prep & Prep

(the figures indicate the approximate number of 30 minute teaching periods per week)

Subject	KG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	18	13	13	13	11	11	10
Maths	7	10	10	10	8	8	8
Science	3 (UW)	2	2	2	2	3	5
Computing	2	2	2	2	2	2	2
Topic (History/Geography)	3 (UW)	2	2	2	6*	4*	4*
					*Alternate half terms of History and Geography		

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Subject	KG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
French	1	1	1	1	2	5	3
Art/DT	2	2	2	2	3	3	3
Robotics	0	0	0	0	0	0	1

Subject	KG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music (EAD)	2	1	1	1	2	2	2
PE/Games (PD)	7	8	8	9	8	8	8
PSHEE	4 (PSED) & Golden Time	1	1	1	1	1	1
British Values/RE	1 (PSED)	1	1	1	TPR	TPR	TPR
Non verbal/Verbal reasoning	0	1	1	1	2	2	2
Chess	0	0	1	1	0	0	0
Latin	0	0	0	0	2	2	2
TPR	0	0	0	0	1	1	1
Financial awareness	0	0	0	0	0	0	1

Cross Phase Transfer

Cross-phase transfer is defined as that liaison taking place between members of staff at various times in a child's life in school. Liaison may take place between members of the teaching staff and other bodies who have an interest in a particular child or children.

Cross-phase transfer liaison will take place when a child moves on to the next year, from Key Stage 1 to Key Stage 2 and then on to secondary school in Key Stage 3.

Cross-school transfer is defined as that taking place between schools (and possibly staff) when a child moves from or to Eaton House Belgravia Pre-Preparatory/Prep School at some time during or at the end of the school year. (NB this does not include transfer to secondary school.)

Year Transfer

Class teachers in one year may well have had informal liaison with teachers in the following year at various times in the school year concerning the year, one class or a particular child or children.

Formal liaison between class teachers takes place towards the end of the school year when reports have been written and individual Records are up to date. Such meetings will probably not be timetabled, taking place at a mutually convenient time, but always before the last day of the summer term. During the meeting details of individual pupils' progress and needs will be transferred in the form of verbal comments and/or written information. The following documents will be transferred:

- End of Term Test Data
- Individual Learning Plan
- Copies of each child's report
- Class list of child's position on Reading scheme

Other written information to be transferred may include comments from the Special Needs teacher, outreach support teachers etc.

It would be useful for class teachers to pass on informal comments, as to which areas of work may need particular attention in the following year.

It is the responsibility of individual class teachers to ensure that all transfer documentation is prepared and collected for transfer at a given meeting.

Transfer between the Pre-Preparatory School and Preparatory Schools

Through a process of continuous assessment and standardised scores, Year 3 boys who reach a good or above average standard of work will be offered a place at Eaton House Belgravia Prep School. The decision is made in January and parents are informed in February. Boys also sit 7+ and 8+ examinations for other Preparatory Schools and 10+ and 11+ for Senior Schools.

Cross School Transfer

When a child transfers from Eaton House Belgravia to another school the parents are asked to provide us with the address of the next school. The parents should ensure that they give the school full details of the new school's address and telephone number in order that their child's records may be transferred quickly and efficiently when requested.

As soon as the child's class teacher knows that the child is leaving, it is necessary to fully update the child's Academic Tracker. Where necessary the records should be given to the Headteacher to sign, and then all the documentation should be given to the school secretary who will forward it to the child's next school if requested. Otherwise these records are kept by the school. Class teachers may also wish to send a sample of the child's exercise books to the next school, or alternatively give them to the child to keep.

When a child has transferred from another school, it is usual for the school secretary to telephone the school and ask for the child's records to be transferred. When these arrive, they will be placed in the child's file in the office, for the class teacher to look at.

The role of the subject co-ordinator

The role of the subject co-ordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- Complete an annual review and development plan

It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement, meeting regularly with the Director of Studies to discuss development planning and to create action plans for each term. This development planning links to whole-school objectives and the whole-school development plan.

Each subject co-ordinator reviews the curriculum plans for the subject, ensures that there is full coverage of the Primary National Curriculum, and sees that progression is planned into schemes of work. (Each subject co-ordinator has a more detailed list of responsibilities)

Computing

All classes have interactive whiteboards and these are used regularly in most curriculum areas.

All children are encouraged to gain confidence in the use of computers through lessons in the Computer suite. Staff are developing the use of ICT in other curriculum areas, such as music though use of tablets and virtual reality headsets.

Library – this is not in use during the academic year 2021-2022 due to building work

The school has its own library with a good selection of fiction and non-fiction books. The children are encouraged to borrow books for pleasure reading and research.

The children are encouraged to borrow books regularly, once they have finished the reading scheme. The books are listed in a reading record, where children, parents, or teaching staff can record the amount read and make constructive comments about the child's reading progress.

Teachers take the boys into the library for story reading and literacy work and for other subject areas, as appropriate.

Assessment, Recording and Reporting

See separate policy on ARR.

Celebrating Achievement

Achievement is celebrated in display and performance through:

- School events, such as concerts, drama, exhibitions and sports are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance.
- Particular effort is rewarded by the use of House Points, Headmaster's Commendations and shared with others through Assemblies.
- Children are given the opportunity to have their work displayed at some time in the school year.

Display – Displays form a vital resource that allows us to expand our pupils' learning experience and to promote an imaginative and creative environment for them within school. More detail can be found in the Staff Handbook.

Health and Safety

There is a separate Health and Safety Policy with which **all** staff must be familiar. Staff must ensure that children in their charge are not exposed to unnecessary risk. This includes times between lessons, games, extra-curricular activities and offsite activities, such as field trips, as well as in the more formal learning environment of the classroom.

Defective Property: Michael Watts, Francesca Morgan and Huw May should be informed by email of any broken, damaged, unclean, non-functioning or unsafe property inside or outside of the school buildings.

Dangerous equipment: If staff find themselves working with equipment which is unsafe or dangerous, they must stop using it immediately, ensure that no-one else uses it by labelling it as unsafe/putting it into storage etc. and report it to Michael Watts, Francesca Morgan and Huw May

Risk Assessment: Before any off-site activity can take place, a risk assessment must be carried out, using the form in the Educational Visits Policy.

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Damaging/dangerous situations: see separate policy on Fire Emergency Procedures on the School website.

Monitoring and Evaluation

The Director of Studies, Subject Co-ordinators and the Headmaster are responsible for monitoring the way the school curriculum is implemented. This is achieved through undertaking broad scrutiny of work and lesson observations with particular emphasis on:

- Breadth
- Balance
- Continuity
- Progression
- National Curriculum Coverage
- ISEB coverage
- Standards and Quality
- Time between subjects and taught time
- Budget planning

The Headmaster, Subject Co-ordinators and Director of Studies are responsible for the day-to-day organisation of the curriculum. They monitor policies, along with the long-term and medium-term planning, for all subject areas, ensuring that all classes are taught the full requirements of the National Curriculum, 7+, 8+ and 11+ curricula and that all lessons have appropriate learning objectives.

Subject co-ordinators monitor the way their subject is taught throughout the school, through undertaking work scrutiny and lesson observations. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

All this goes to inform future planning.