

EHTM Pre-Prep Curriculum Policy

EATON HOUSE SCHOOLS
POLICY DOCUMENT

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Purpose of the policy

This policy reflects the aims, vision and values of Eaton House The Manor Pre-Prep. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Our Aims – our purpose and primary objectives

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child’s gifts and talents, enabling them to access a wide range of future opportunities.
- To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

Our Vision – our aspiration for success and the future

Laying the foundation for today’s children to be successful adults of tomorrow, who contribute purposefully to society and the world around them.

Our Values – how we deliver our aims and vision

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment;
- Demonstrate due regard for the National Curriculum objectives and guidelines (if appropriate);
- Provide clear information to parents and carers about what their sons will be taught;
- Allow the governing board to understand the curriculum;
- Provide ISI inspectors with evidence of curriculum planning and implementation.

Philosophy

- To create high standards of learning experiences for all pupils, providing access to all areas of the curriculum and, where appropriate, the national curriculum;
- To create a lively and stimulating learning environment that is exciting every day, as well as a strong 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 pupil feels good about himself, about what he does and about the school.

Our 'High-Five' Curriculum

The vision of Eaton House Schools is to provide aspiration for success and the future, laying the foundation for today's children to be successful adults of tomorrow, who contribute purposefully to society and the world around them.

Through our curriculum offer, we provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develops knowledgeable and reflective young people.

The Eaton House Values, how we deliver our aims and vision, are:

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

The Eaton House Values feature in every subject as prompts to facilitate metacognitive thinking.

Aims and objectives

- To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people.
- To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities.
- To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals.
- To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks.
- To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose.

Our whole-school aims emphasise:

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

To provide an academically rigorous and broad education that encourages pupils to achieve the very best in all they do and develop knowledgeable and reflective young people

- To provide a balance of core and foundation subjects;
- To provide a variety of differentiated learning experiences;
- To develop policies and schemes of work for all areas of the curriculum, core, foundation, themes, issues and dimensions;
- 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, and to appreciate all aspects of the arts.

To nurture each child's gifts and talents, enabling them to access a wide range of future opportunities

- 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;

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- To develop respect for religious and moral values of other religions, races and ways of life;
- To provide differentiated learning to meet individual needs;
- To provide equal opportunity for all;
- To extend individual talents and interests;
- To develop pupils as autonomous learners.

To care for every child, ensuring they feel noticed and known, placing their wellbeing at the heart of everything we do and developing compassionate and empathetic individuals

- To develop an awareness of self and self-confidence;
- To develop sensitivity towards others and collaboration skills;
- To develop self-discipline and self-esteem;
- To promote good behaviour;
- 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 be aware of other times and other places;
- To understand the importance of health, hygiene and safety;
- To involve pupils in regular exercise.

To embed a culture that promotes a love of learning, where every child develops the confidence to embrace new experiences, learn from mistakes and take measured risks

- To develop an enquiring mind and independent and creative thinking;
- To be able to plan independent work and organise their own time;
- To be able to make reasoned judgments and choices;
- To develop perseverance;
- To be able to identify problems, investigate and find solutions;
- 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.

To have a vibrant and inclusive community, where pupils, parents and staff enjoy close and supportive relationships and have a sense of belonging and shared purpose

- To involve parents in their son'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.

Pupils support the school's aims by:

- taking advantage of all the opportunities the school offers: academic, sporting, spiritual, 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 Eaton House Values;
- being responsible members of a school community that values each individual.

Parents support the school's aims by:

- being realistic and ambitious about their pupils' abilities and offering encouragement and praise;
- providing support for teaching staff and pupil discipline within the school;
- avoiding term-time holidays and pupil absences during the school day;
- taking part in discussions about their pupil's progress and attainment;
- ensuring early contact with school to discuss matters which affect a pupil's happiness, progress and behaviour;
- giving due importance to homework and supporting the ethos of the school as may be appropriate;
- ensuring that pupils arrive at school punctually;
- supporting all relevant school events.

Equal opportunities and inclusion

We value diversity. All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ability, ethnicity and personal circumstances, have access to the whole curriculum and opportunities to make the greatest possible academic progress.

Work and activities are differentiated for pupils and they *may* work in ability groups English and mathematics, so that each pupil may achieve success criteria appropriate to his current attainment level. Provision is made for all pupils to have full access to the curriculum through advice and support from the Head of Learning Enrichment.

Pupils with special educational needs

Please refer to the EHTM Pre-Prep SEND policy.

Curriculum organisation

The curriculum is organised into two parts:

Early years foundation stage

The curriculum delivered the Kindergarten classes includes the requirements set out in the revised Early Years Foundation Stage (EYFS) framework. Curriculum planning takes account of the Early Learning Goals and on developing pupils' skills and experiences.

The school supports the principle that young pupils learn through play, and by engaging in well-planned and structured activities. Teaching in the Kindergarten classes builds on the experiences of the pupils 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, especially with Eaton House The Manor Nursery, in order to receive their guidance in relation to boys' transition to the Pre-Prep.

Each term in the Kindergarten (reception) classes, the teacher will assess the skills development of each pupil, and record this on the pupil's Arc Pathway tracker. This assessment forms an important part of the future curriculum planning for each pupil. Pupils are assessed against the Early Learning Goals at the end of the academic year.

We are keenly aware that all pupils 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 pupil, by keeping them informed about how the pupils are being taught, and how well each pupil is progressing. The Early Years assessment platform, Arc Pathway, is particularly important in facilitating an open dialogue on each pupil's progress between parents and the school.

Key stage 1 and key stage 2

The curriculum in Year 1, Year 2 and Year 3 follows the national curriculum for key stage 1 (Year 1 and Year 2) and key stage 2 (Year 3), extending it wherever possible. Additionally, there are subject specialist lessons in French, music and physical education.

Curriculum planning

Schemes of work for individual subjects are developed by Subject Coordinators and are developed to ensure progression in the subject throughout the school. Schemes of work are reviewed annually by the Subject Coordinator, and monitored by the Head, Deputy Head, Assistant Head and Curriculum Development Coordinator.

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Based on the schemes of work, medium-term plans are written by Class Teachers for each year group in each subject area for each term. These plans are reviewed annually and monitored by the Head, Deputy Head, Assistant Head and Curriculum Development Coordinator.

Based on the medium-term plans, weekly plans are written by Class Teachers in English and mathematics. Weekly plans are monitored by Year Coordinators in relation to coverage, progression, differentiation and formative assessment of pupil progress.

Allocation of subjects

The figures indicate the approximate number of 30-minute teaching periods per week.

Subject	Kindergarten	Year 1	Year 2	Year 3
English (including Phonics – Kindergarten and Year 1 only)	13	13	10	10
Reading (including Guided Reading)	8	6	5	4
Reading for Pleasure	1	1	1	1
Handwriting	2	2	1	1
Spelling	0	0	1	1
Mathematics	8	8	10	10
Science	0	2	2	2
Computing / UTW	2	2	2	2
Understanding the World (UTW)	2	0	0	0
Humanities (History / geography)	0	2	2	2
TPR / UTW	1	1	1	1
French	1	1	1	1
Art / DT / EAD	2	2	2	2
Music / EAD	2	2	2	2
PE / Games / PD including swimming	4	4	4	7
PSHE / PSED	1	1	1	1
Drama	1	1	1	1
Reasoning	0	0	1	1

Key to abbreviations

EAD: Expressive arts and design*

PD: Physical development*

PSHE: Personal Social and Health Education

PSED: Personal, Social and Emotional Development*

TPR: Theology Philosophy and Religion

UTW: Understanding the World*

*Taught in early years foundation stage / Kindergarten only

The role of the Subject Coordinator

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;
- provide efficient resource management for the subject.

Each Subject Coordinator is expected to keep up to date with developments in his or her subject, at both national and local level. He or she reviews the subject curriculum, ensuring that there is full coverage of the national curriculum, and that progression is incorporated in schemes of work. He or she meets with the Curriculum Development Coordinator to discuss and formulates annual subject development plans. Subject development plans are expected to support school objectives as detailed in the school development plan.

Subject Coordinators monitor the manner in which their subject is taught throughout the school, undertaking lesson observations and scrutiny of pupil work. They review long-term and medium-term planning and ensure that appropriate teaching strategies are planned.

ICT in the curriculum

All classes have interactive whiteboards, which are used regularly in most curriculum areas.

All pupils are encouraged to gain confidence in the use of computers through lessons in the computer room. Teaching staff use ICT in other curriculum areas, including the use of laptops in Year 3 geography and history lessons, and iPads to enhance continuous provision in the Kindergarten classes.

Library

The Pre-Prep has its own library with a selection of fiction and non-fiction books. Pupils are encouraged to borrow books for reading for pleasure and research.

Pupils are encouraged to borrow books regularly once they have finished the reading scheme. Books are recorded in the pupil's reading record, where pupils, parents and teaching staff may record the amount read and make constructive comments about the pupil's reading progress.

Teaching staff take the boys into the library for weekly reading for pleasure sessions.

Assessment, recording and reporting

Please refer to the EHTM Pre-Prep Assessment, Recording and Reporting Policy.

Celebrating achievement

Achievement is celebrated in display and performance through:

- Pupils are given the opportunity to have their work displayed throughout the school year;
- Particular effort is rewarded by the use of House Points, Merits and Good Shows;
- Events, such as concerts, drama, exhibitions and sporting events are seen as opportunities for all pupils to demonstrate their achievements.

Professional development

The school seeks to support teaching staff in professional development, so that they may continually improve their practice in curriculum delivery. Staff appraisals help to celebrate individual strengths and highlight areas of development.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. There is a wide range of expertise within the Eaton House the Manor Pre-Prep staff and regular in-house INSET sessions are organised for all staff.

Monitoring and review

The Curriculum Policy is reviewed annually by the Head, so that it may incorporate new initiatives and research, developments in curriculum, pedagogy, technology or the physical environment of the school.

The Head, Deputy Head, Assistant Head and Curriculum Development Coordinator are responsible for the day-to-day organisation of the curriculum. With the subject coordinators, they monitor policies, along with the schemes of work and medium-term planning, for all subject areas, ensuring that all classes are taught to the requirements of the national curriculum.

The Head, Deputy Head, Assistant Head and Curriculum Development Coordinator are also responsible for monitoring the way the school curriculum is implemented as teaching and learning, through undertaking lesson observations, 'learning walks', and scrutiny of pupil work, 'book looks', with a particular emphasis on:

- Breadth;
- Balance;
- Progression;
- National curriculum coverage;
- Standards and quality;
- Parity of achievement between parallel classes.

Curriculum monitoring is a process in which all teachers are involved, wherein:

- Termly scrutinies of pupil work by the the Head, Deputy Head, Assistant Head, Curriculum Development Coordinator and the Year Coordinators is used to monitor the teaching and learning within each subject area;
- Subject Coordinators monitor progress in their subjects and advise the Head on any action(s) required, through assessment, recording and reporting, and marking and feedback (see Assessment, Recording and Reporting Policy and Marking and Feedback Policy);
- Weekly staff and year-group meetings are used to discuss various aspects of pupil progress and the curriculum and to ensure consistency of approach and standards.

Year transfer

Class teachers in one year group may well have had informal liaison with teachers in the subsequent year group at various times in the school year concerning the year, one class or a particular pupil or pupils.

Formal meetings between class teachers takes place towards the end of the school year when reports have been written and individual records have been updated. During these meetings, details of individual pupils' progress and needs will be transferred in the form of verbal comments and/or written information.

The following items are discussed:

- Assessment data
- Pastoral information
- Learning enrichment support, where relevant

All lesson plans and evaluations are stored electronically on the T-Drive / Teams. Class teachers also pass on informal comments, regarding areas of development that may need particular attention in the upcoming year.

It is the responsibility of the pupils' current class teacher to ensure that any transfer documentation is prepared and collected for transfer at a given meeting.

Phase transfer

Phase transfer takes place when a pupil moves from the Early Years Foundation Stage to Key Stage 1, and from Key Stage 1 to Key Stage 2.

As staff work as a team at Eaton House The Manor Pre-Preparatory School, the transfer of pupils between phases takes place with the minimum of disruption for the pupils and their parents, and may be regarded as very similar to a year transfer.

School transfer

School transfer is defined as that taking place between schools when a pupil moves from or to Eaton House The Manor Pre-Preparatory School at some time during or at the end of the school year.

When a pupil transfers from Eaton House The Manor Pre-Preparatory School to another school the parents are asked by the Head of Admissions to provide the address of the next school. Parents should ensure that they give the next school full details of Eaton House The Manor's address and telephone number in order that their son's records, including academic reports and pastoral information, may be transferred quickly and efficiently.

When a pupil has transferred from another school, it is usual for the admissions team to request all relevant documentation including academic reports and safeguarding records where they exist.

Health and safety

All staff should familiarise themselves with the Health and Safety Policy.

Staff must ensure that pupils in their charge are not exposed to unnecessary risk, including 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: the Head of Estates should be informed of any broken, damaged, unclean, non-functioning or unsafe property inside or outside of the school buildings.

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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 reporting it to the Head of Estates and the Compliance Manager.

Risk Assessment: Before any off-site activities, and certain high-risk onsite activities, can take place, a risk assessment must be carried out, using the form in the Educational Visits Policy. Please consult with the Deputy Head if you are unsure whether a high-risk onsite activity requires a risk assessment.

Damaging / dangerous situations: Please refer to the Fire Safety Policy and Health and Safety Policy. If any queries, please consult with the Compliance Manager.