

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 and entry to Eaton House the Manor Prep School. 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 school organises in order to enrich the experience of the pupils, as well as the 'hidden curriculum' or what our pupils 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 pupils, 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

- 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 stress:

- 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 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, 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
- 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 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 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 to others
- To develop self-discipline
- To develop self-esteem
- To develop acceptable behaviour
- To develop cooperation
- 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 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
- 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 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 pupil'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

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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 Eaton House Values
- being responsible members of a school community that values each individual.

Parents support the School's aims by:

- being realistic about their pupils' 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 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

At Eaton House The Manor 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 pupil 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.

Pupils with Special Educational Needs

Cf SEND policy.

Organisation and planning

Teachers agree a long-term plan for each subject. This indicates what topics are to be taught in each term, and to which groups of pupils. We review this long-term plan on an annual basis.

Detailed lesson plans give clear guidance on the objectives and teaching strategies for each topic.

In the Early Years Foundation Stage our medium-term plans reflect the Early Learning Goals so that the boys 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 kindergarten class 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 pupils' skills and experiences.

Our school fully supports the principle that young pupils learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class 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 and especially with Eaton House The Manor Nursery.

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 keeping an open dialogue on each pupil's progress between parents and the school

Key Stage 1 and 2

- Teaching in Years 1, 2 and 3 is class based with subject specialists for PE, Music and French
- Support is provided by teaching assistants
- Extra support is available for pupils identified as having Special Educational Needs
- Most Year 3 boys will progress to Eaton House The Manor Prep School
- 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.
- Handwriting support sessions take place for those pupils who need it

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	8	8	10	10
Phonics	5	4	1	n/a
Reading	5	5	4	3
Handwriting	2	2	2	2
Spelling	0	2	1	1
Mathematics	8	8	10	10
Science	2	2	2	2
ICT (UTW)	2	2	2	2
(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	5	7
PSHEE	1	1	1	1
Drama	1	1	1	1
Reasoning	0	0	1	1

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 pupil or pupils.

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:

- Assessment data
- Academic data reviews
- IEPs where relevant
- Copies of each pupil's report
- Class list of pupil's position on reading scheme and reading records

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

Copies of all plans and evaluations are stored electronically on the T-Drive. Class teachers also pass on informal comments, as to which areas of work may need particular attention in the following year.

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

Cross-Phase Transfer

Cross-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.

Cross-phase liaison meetings will usually take place between members of the teaching staff, but may also include nursery nurses, outreach teachers, and other bodies who have an interest in a particular pupil or pupils.

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 may be regarded as very similar to any other Year transfer.

Cross-School Transfer

Cross-school transfer is defined as that taking place between schools (and possibly staff) 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 to provide us with the address of the next school. The parents should ensure that they give the school full details of Eaton House The Manor's address and telephone number in order that their pupil's records may be transferred quickly and efficiently.

As soon as the pupil's class teacher knows that the pupil is leaving, it is necessary to fully update the pupil'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 pupil's next school if requested. Otherwise, these records are kept by the school. Class teachers may also wish to send a sample of the pupil's exercise books to the next school, or alternatively give them to the pupil to keep.

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

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;
- provide efficient resource management for the subject.

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 Curriculum Co-ordinator 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)

ICT

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

All pupils are encouraged to gain confidence in the use of computers through lessons in the ICT suite. Staff are developing the use of 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 good selection of fiction and non-fiction books. The pupils are encouraged to borrow books for pleasure reading and research.

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

Cf Assessment, Recording and Reporting Policy.

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 and Headteacher's Commendations.
- Pupils are given the opportunity to have their work displayed at some time in the school year.

Displays

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. (See the Display Policy in the Staff Handbook for further details)

Health and Safety

There is a separate Health and Safety Policy with which **all** staff must be familiar. Staff must ensure that pupils 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: The Property Manager, Mr Michael Watts should be informed by email mwatts@eatonhouseschools.com 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 reporting it to the Head of Compliance, Mrs Elisabeth Milton.

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.

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

Monitoring and Evaluation

The SLT is 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
- Standards and quality
- Time between subjects and taught time
- Budget planning

The Head and Deputy Head 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, and that all lessons have appropriate learning objectives.

Subject co-ordinators monitor the way in which 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 of the above enables subject coordinators to make strategic decisions about the development of their subject areas.