



# OLD BUCKENHAM HALL

*A leading co-educational preparatory school for children aged 2-13 years*

## Curriculum Policy

OBHP07

Policy owner: Deputy Head (Academic)  
Date last reviewed: August 26/08/2025  
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## WHOLE SCHOOL CURRICULUM POLICY

**This Policy is updated each Autumn by the Deputy Head Academic. It will be reviewed whenever there are changes, but at least annually.**

We provide full-time supervised education for pupils of compulsory school age, in our case between the ages of 2 and 13, (construed in accordance with section 8 of the Education Act 1996), with the provision of a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Within our school community, we aim to provide a full and rewarding education by cultivating wide interests and individual gifts in a happy, relaxed atmosphere.

Whilst academic success is at the heart of what we are trying to achieve through the basic curriculum of the core and foundation subjects of the National Curriculum, it is through the whole school curriculum, which consists of every activity planned by the school that we hope to prepare our pupils in the broadest possible sense. Every aspect of the wide and varied programme we offer will play a part in the overall development of each child.

The whole school curriculum comprises more than the formal programme of lessons in different subjects. It will include diverse teaching styles, a range of additional subjects including French throughout the school, as well as Latin and Spanish (Year 6-8), Games and the Arts. It will include activities and hobbies, a concern for equal opportunities and a set of values and standards of behaviour. In these ways we ensure that, in our school, arrangements are in place within the curriculum to ensure that all pupils have the opportunity to learn and to make progress; including pupils with special educational needs/learning difficulties and those for whom English is an additional language.

### **Aims and objectives of the School Curriculum**

These should be read alongside and in addition to, the overall school aims.

A main aim of the school is to provide a curriculum which challenges and stretches every child academically according to their ability, so that they develop a love of learning and can proceed to the senior school of choice. The curriculum must therefore be well-suited to fit the needs of all children to acquire speaking, listening, literacy and numeracy skills.

In addition, we aim to achieve these objectives:

1. To fulfil the provisions of the Education Reform Act (1988) by providing a curriculum

“characterised by breadth, balance, relevance, differentiation, progression and continuity”.

2. To provide a broad and balanced curriculum which promotes the spiritual, moral, mental, cultural and physical development of all pupils at the school.
3. To provide, by means of a curriculum which is designed to be appropriate to each child’s age and stage of development, the necessary preparation for the opportunities, responsibilities and experiences of adult life.
4. We will seek to enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; and to gain information about training, education and occupations beyond school. We provide good opportunities, through the provision of PSHE and through the form tutor system, for teachers to get to know pupils well and thereby to assist in identifying the talents of each child both to the individuals and to their parents. This process begins with us and continues in the next school and helps pupils choose GCSE courses, which will have a bearing on the path of a future career. To enable pupils to identify their talents our provision includes: a broad curriculum to include a variety of activities, sports, trips and cultural pursuits including music, public speaking (through assemblies, competitions and ESB exams) and drama; visits by adults who talk to them about their businesses or professions in our World Of Work programme of talks.

The curriculum must seek to promote three kinds of outcome:

- a) Knowledge and understanding
- b) Mastery of a wide range of skills – intellectual, interpersonal and physical
- c) Personal qualities, values and attitudes

We aim:

1. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to a wide range of tasks and physical skills.
2. To help pupils to use number and language effectively.
3. To help pupils develop personal, moral values, respect for religious values, and tolerance of other races, religions and ways of life.

Finally, in assessing our aims and the key aims of the school, we must remember that this is a Christian school and therefore a Christian community. Everyone in the school, children, parents and staff, must have a sense of belonging, of being important in his or her own right but in harmony with those around

them. An aim of our community is for those in it to become self-disciplined so that each member of the community lives by the same moral standards. Both the strength of the community and the discipline come through tolerance and understanding, which gives the purpose and direction to help us attain them.

The school actively promotes British values, explicitly; through a wide range of activities such as assemblies and PHSE lessons, and implicitly through our everyday interaction with the wider school community. The British values of mutual respect, tolerance, democracy, the rule of law, individual liberty, are actively endorsed on a daily basis.

## CURRICULUM ORGANISATION

The following section aims to show how the educational philosophy and curriculum practice of the school outlined in the Whole School Curriculum (previous section of this document) is translated into specific aims and objectives in the teaching of each separate subject within the basic curriculum.

It also demonstrates how the overall content of each subject curriculum corresponds with the relevant teaching programme as set out in the relevant Medium and Long Term Planning which is saved on the OBH SharePoint.

All subjects within the basic curriculum are obligatory at all levels. French is timetabled as a subject throughout the School including Nursery, Reception and Years 1 and 2.

### Year Group Arrangements

- The Pre-Prep Department is made up of five classes for the academic year 2025/26. Each class has a full-time class teacher (EYFS teacher and practitioners in Nursery).

Nursery	Nursery 1 + 2 organised as one class group
Reception	Two class groups
Year 1	One class group
Year 2	One class group

The Year 1 and Year 2 classes are supported by qualified teaching assistants. Depending on the number of children in the EYFS classes, teaching assistants will be assisting.

- The Prep School is divided into eleven teaching groups. There are two form or teaching groups in each year with the exception of Year 7 where there is one teaching group.
- Year 3 and 4 are taught most of their lessons by their form teachers with subject specialists teaching French, Art, Drama, CT and Games.

- MBEs (Mini Buckenham Explorers) is taught as a timetabled subject from Nursery - Year 2 and OBEs (Old Buckenham Explorers) is taught as a timetabled subject from Year 3 - Year 8.
- Years 5 and above are taught entirely by subject specialists and move from room to room.

### **The Pre-Prep and Nursery**

In the Pre-Prep the schemes of work, weekly plans and lessons are written taking into account age-appropriate themes and objectives, including a wide range of abilities and aptitudes. The Early Years curriculum includes the Development Matters statements and Early Learning Goals. The KS1 curriculum uses elements from different schemes, such as White Rose Hub and Little Wandle, to create a well-rounded and challenging scheme of work, as well as drawing ideas and themes from the children's interests and ideas. Phonics and Maths are taught every day, supported by resources such as Little Wandle, Story scribing, Talk for Writing and Numicon. Alongside this, there is a timetable of topic-based lessons, such as Geography, History, Science and RS. MBEs – Mini Buckenham Explorers – is an outdoor learning scheme which takes place within the school grounds. Art and Games are taught by subject specialists from the Prep school. French and Music are taught by subject specialists from the Pre-Prep.

### **Setting and streaming**

The school uses high levels of differentiation to support and challenge pupils. In the Prep school, setting for Maths commences in Year 4, when there are two form groups. Similarly, setting also begins for English and Science in Year 5, and for French and Latin in Year 6. There is the understanding that the children can move from set to set according to ability and progression. Staff discuss the progress of all the children on a regular basis and advise on changes when necessary. These arrangements contribute to the provision of subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement (see EAL and SEN policies as well as subject policies on differentiation for further evidence of this provision).

Scholarship candidates are taught alongside CE candidates in in the final years – Years 7 and 8. Additional Scholarship sessions take part in Prep for Year 8 in the lead up to Scholarship examinations. 'Potential Scholars' sessions begin for Year 7 for invited children. On occasion extra support sessions are run by subject teachers and arranged as necessary in the lead up to examinations. Extra work is set when appropriate to support the scholarship sessions.

### **Latin**

Latin is taught from Year 6. Our policy is that the vast majority of pupils study Latin. Where exceptions are made this is agreed jointly by the Head of Learning Success, Deputy Head Academic and Head of

Latin. These exceptions may, for example, include pupils who have particular difficulties with languages, or EAL pupils.

### **Spanish**

Spanish is taught from Year 6 as a single lesson each week. This was introduced to the curriculum in September 2022 as an introduction to the language with the aim of establishing developing in the coming years.

### **Lesson Allocation**

See Appendix 1 for the current allocation of lessons to each year group.

### **Learning Success**

The school has the services of a highly experienced and qualified SENCo and four qualified Learning Success teachers to cater for the special needs of children with learning difficulties. In addition to this, visiting specialist professionals also work with the department to provide further support. Pupils are withdrawn from class to receive specialist tuition, according to their needs, either on a one-to-one basis or in pairs or in small groups. The number of lessons an individual pupil would receive ranges from one to two lessons per week. Care is taken to ensure that children do not miss the same subject lesson more than once in any one week and the timetabling of these lessons is also sensitive to the needs and talents of the individual child. Referrals for assessment are made after teacher/SENCo consultation, and recommendations are made to parents on the basis of this assessment. (See SEN & EAL Policy OBHP27)

All teaching staff are expected to be fully committed to providing as much guidance and support as possible to assist children with difficulties to succeed in their studies. We regard it as our duty to satisfy the educational needs of all children in the school, regardless of ability. For this reason, we equally accept our responsibility to identify and extend children who are particularly gifted academically or in any other area of activity, which the school can foster. More work is currently being done to cater for our more able pupils both in and out of the classroom (Please see our 'Most Able and Talented pupil' policy)

### **Pupils with English as an additional language**

All potential EAL pupils are assessed before the offer of a place is made to ensure that pupils can access the curriculum. A judgement is made on the level of acceptable English, which is dependent on range of factors, which takes the age of potential pupils into consideration.

Specialist one to one support is available to meet the needs of those younger pupils who it is felt, need

intense teaching to enable them to access the school curriculum more quickly.

EAL lessons are timetabled to match those subjects on the timetable most difficult for the (Please see SEN & EAL Policy OBHP27 and OBHP53)

### **‘Gifted and Talented’ Pupils**

Gifted and talented children may be excellent performers in sport or music; strong social leaders and organisers; creative, original and independent thinkers; highly motivated, persevering and exceptionally dedicated, showing unusual stamina and concentrated effort. We acknowledge the importance of being constantly observant and aware of pupils’ innate cognitive and performance abilities, and are ready to recognise in any pupil, one or more of these signs of strong ability. We endeavour to do what we can personally, to encourage the child in the development of these gifts, and above all to make sure that colleagues are made fully aware of special abilities that they may not have had an opportunity to witness for themselves. We have set criteria for the identification more able and talented pupils, which are detailed in the ‘Gifted and Talented Pupil policy’. These pupils may be considered for a range of scholarships, in consultation with teaching staff and parents.

(See Gifted and Talented Policy OBHP 30)

### **Drama**

Drama is a timetabled subject. An annual school musical is performed and all children are encouraged to take part in this. Historically there is large scale participation and this is a key consideration in the choice of the play. Year groups showcases are also scheduled annually where all children are expected to perform. Individual drama tuition is also available (LAMDA). Morning assemblies provide a valuable additional platform for dramatic presentations. Opportunities for drama are also provided through class assemblies and talented individuals are prepared for scholarships and other awards to future schools.

In the Pre-Prep two Christmas Nativities are performed in December. The first includes all children in EYFS children and the second Reception – Year 2.

### **Music**

Class music lessons are incorporated into the main teaching timetable and a team of peripatetic teachers are engaged to give individual music tuition. Pupils are entered for the appropriate Associated Board of the Royal Schools of Music exams and every encouragement is given to the children to learn a musical instrument. A wide variety is taught and whatever pupils wish to learn can usually be accommodated within the programme. Individual singing lessons are also given. There are a number of ensemble opportunities available each year. These may include, but are not limited to: Chamber Choir, Rock

Bands, Samba Band and String Groups. Regular concerts provide valuable opportunities for children involved to gain performing experience.

## **Personal Social and Health Education**

All parts of the curriculum play their part in the realisation of our stated aims of promoting knowledge and understanding, fostering skills, and developing the personal qualities, values and attitudes of every individual pupil. They will not however, necessarily allow us to focus in sufficient depth on physical, sexual, moral and vocational matters to allow for adequate fulfilment of another of our aims, namely the preparation of pupils for the opportunities, responsibilities and experiences of adult life. However, all of the statutory elements of the Relationships & Sex Education (RSE) are included in our PSHE curriculum. We have one dedicated lesson per week in Year 1 to Year 8 for Personal, Social & Health Education (PSHE). (Please see separate PSHE policy for details). The PSHE Co-ordinator for the school is Mr Graham Drury who is also The Deputy Head Pastoral.

This area of the curriculum will be delivered by a specialist teacher with support available from both the School Nurse and E-safety lead, as well as The Deputy Head Pastoral. Lessons last 35 minutes.

## **Project Work**

. We consider that project work:

- Allows pupils to work across the curriculum without the constraint of subject boundaries
- Stimulates pupils to research and investigate
- Affords opportunities for independent learning
- Provides opportunities for departments with shared interests to plan together for curriculum coverage.

Research for project work may involve online resources. Teachers setting project work must make it clear that any such sources must be acknowledged, and that written work must be the pupil's own – not simply copied and pasted.

The OBH Project was introduced for Year 8 in September 2022 to continue to embed and develop these skills. This is overseen, and time is built into the curriculum to develop the projects in the History, Geography and TPR departments. For the academic year 2025/26 the ISEB Independent Project will be used in it's place to continue to raise the profile of this style of learning.

## **Assemblies**

There are, at present, three periods for assemblies built into the timetable:

- Tuesday Headmaster's Assembly (all present)
- Hymn Practice (Years 3-8)
- Friday Celebration Assembly / House Meetings
- The Pre-Prep meet for themed assembly or whole school on Tuesday, Birthday Assembly on Wednesday and alternate between 'Star of the Week' and whole school Celebration Assembly on Friday.

## Prep

Prep forms an integral part of the school day and of the monitoring process. It is also an opportunity to widen the pupils' skills set, introducing new aspects such as, VR/NVR sessions for Year 5 and 6 and some musical ensembles. Scholarship sessions also take place in Prep time. Prep should always be set with a purpose, which might include:

- To check that work taught has been understood as a follow-up to a lesson
- To consolidate a lesson
- To write up what has been covered in a lesson
- To revise work previously covered

Prep takes place in classrooms and is supervised by teaching staff to allow structured support in building the skills of independent study. The supervising member of staff will be available to give quiet guidance as necessary.

Pupils in Year 3 and 4 have prep set by their form teacher in the classroom.

There should be a quiet, industrious atmosphere throughout the school for the duration of the prep period.

The hour is split into two sessions of 30 minutes. During each session an assignment is carried out in whatever subject is specified for prep in a given form that day. This is a task deemed to be appropriate and adequate for the time allowed. Pupils should have a clear understanding of the task itself and of the teacher's expectations and the work must be fully supported by sufficient books or other materials.

In exceptional circumstances, prep may be taken home, but it is considered desirable in the school that pupils should complete the day's work at school and that there should normally be no necessity for work to be taken home.

## Prep Timetable

Preps are set according to the published timetable. An example is copied below.

Day	Year 5 (ENG 3/FRE 1)	Year 6 (GEOG/HIS T)	Year 7 (FRE 2/ENG 2)	Year 8 (MATHS)
Monday	Geography	Touch Typing	Geography	History
	French	Atom Practice	English	Maths
Tuesday	Atom Practice	Science	French	Science
	Touch Typing	French	Science	TPR
Thursday	English	English	Touch Typing	English
	Science	Maths	Maths	French
Friday	Maths	Geography	History	Geography
	History	<b>History</b>	Latin	Latin

## Activities

Every pupil from Nursery upwards is offered a range of clubs and/or activities through the week.

There are a wide range of activities for the children to choose from. Care is taken to ensure that the children select from a cross-section of activities and that their choice is not dominated by a selection from only one area. The range of activities on offer through the academic year may include, but is not limited to, the following: football, mindfulness, chess, arts and crafts, dance.

Activities are also built into the Year 5-8 Timetable with two lessons dedicated to this on a Thursday afternoon.

It is the school's intention that activities should:

- Extend knowledge and skills acquired in the basic curriculum
- Broaden children's interests by introducing activities not covered in the basic curriculum
- Enable pupils to develop a particular gift or skill
- Allow pupils to try out a range of new experiences

- Provide for participation in group activities (eg choirs, drama, team practices, etc)
- Encourage constructive use of leisure time

Activities change throughout the year according to the season, and pupils may alter their choice each term. Pupils' own preferences are carefully considered when planning for the addition of new activities. Most full-time teaching staff contribute to the activities programme, and visiting staff bring specialist knowledge and expertise to many activities.

## **Revision Sessions**

For the boarding pupils in their final year an evening revision programme is organised from the second half of the Michaelmas Term onwards. Revision sessions are held on weekday evenings (on Mondays, Tuesdays, Thursdays and Fridays) leading up to the Mock Exams in November, and again leading up second mock in March, and then until the Common Entrance Exams in June. The timetable for these sessions can be found in the Assessment Recording and Reporting Policy OBHP45 alongside the exam timetable. The sessions are led by members of staff and last for 45 minutes starting at 6.30 until 7.15pm. This is also offered to day pupils who would like to stay in school.

The importance of private study is recognised and the pupils' ability to work on their own is a skill that the school is keen to foster.

## **World of Work and Enrichment Sessions**

On certain evenings during the term (usually Mondays) there may be a World of Work talk. The World of Work talks are from a range of people (often parents or adults associated with the school) who talk about their profession - for example Veterinary Medicine, Journalism, General Medical Practice, Fashion.

## **Visiting Headmaster Seminars**

In September 2024 visiting Headmaster Seminars have been built into the Prep School timetable. These will take place on a Saturday morning as the last lesson of the morning and will be an opportunity for children in Year 5-8 to hear from Headmasters from a number of high profile Senior Schools.

## **CURRICULUM PLANNING**

The school upholds the principle that good curriculum practice is achieved only through careful and thorough planning - for the whole school, for each subject, for each class and for each lesson. Only by this means can progression be assured. For this reason, we maintain a clear planning structure as described below.

### **The School Curriculum Policy Document**

This has been drawn up in full consultation with staff and is regularly updated and reviewed. It sets out the school's aims and objectives and deals with all matters concerning curriculum policy and practice. Procedures laid down in this document are to be followed by all staff.

## Curriculum Planning

Long and Medium term plans exist for each subject. They set out the knowledge and skills which pupils should be taught within a particular timescale in each year group, and they show coverage of the Common Entrance Syllabus (at appropriate levels) and of the National Curriculum. Plans should be written in consultation. They are monitored by the Heads of Department and the Deputy Head Academic. Copies of all planning may be requested by the Deputy Head Academic at any time and at least annually.

## TEACHING AND LEARNING POLICY

### Rationale

It is important that learning should be an exciting, challenging and inspiring. To ensure that the children reach their potential the following areas are monitored:

- The Quality of Teaching
- The Quality of Learning
- Teaching and Learning Environment

### The Quality of Teaching

Teaching is good when:

- Lessons are planned to allow for systematic learning.
- Pupils acquire knowledge, skills and understanding progressively and at a good pace.
- Lessons have clear aims, purposes and take full account of the Long and Medium Term Planning.
- All children are catered for to ensure that all pupils thrive through the implementation of high quality teaching methods.
- There is regular feedback through marking and discussion of work with pupils.
- Classroom management is good.
- Lessons are challenging, stimulating and inspiring.

- Relationships are positive and promote pupils' motivation.
- Prep supports the work done in lessons.

## The Quality of Learning

We recognise that it is important for children to feel happy, secure and confident and that this underpins the quality of their learning.

Effective learning takes place when children are able to:

- Recognise that expectations are high for them.
- Respond to tasks with enthusiasm.
- Experience success.
- Organise themselves and their resources.
- Work in a sustained manner with a sense of commitment and enjoyment.
- Gain confidence and raise questions about their activities.
- Persevere when in difficulty.
- Develop strategies to overcome difficulties.
- Become more independent in their learning.
- Work in a variety of ways, e.g. group, pairs and as individuals.
- Evaluate their work, taking a pride in it.

## The Teaching and Learning Environment

Resources must be arranged in an accessible way. Displays of finished work should celebrate the achievements of all the pupils.

Classrooms should be places which provide:

- A stimulating and welcoming atmosphere
- Opportunities for children's work to be showcased.
- Organised equipment and resources.
- Opportunities for independent learning and understanding.

## **GENERAL SCHOOL POLICIES**

### **Handwriting and Presentation of Work**

We have a separate Handwriting and Presentation Policy – OBHP51.

### **Personal Reading**

Reading is central to success in all learning. Good readers will always fare better than those for whom reading presents difficulties. It is therefore imperative that good reading habits are fostered throughout the school.

It is the immediate responsibility of the English teachers to see to it that sufficient time is allocated to reading and to hearing the children read. All other teachers can assist in monitoring reading progress within their subject specialities. Form teachers / tutors also have a part to play here in respect of their own tutees. A fifteen-minute 'DEAR' (Drop Everything And Read) slot has been introduced on four days per week prior to afternoon lessons for students in Yrs 5-8 (five days per week for Yrs 3 & 4). Yrs 1-2 also have DEAR sessions throughout the week.

From Reception pupils are equipped with Reading Record Books which allow them to keep a continuous diary of their reading and also to record their comments on the books they read. This record is an invaluable tool in monitoring children's reading habits and progress.

### **Library**

Extensive use of the library is encouraged. Apart from its use during lesson times, pupils are permitted to visit the library in their spare time when supervision is available. The library was relocated and completely redesigned in 2019 to ensure that it is fit for purpose and can be made best use of by teachers and pupils alike.

## **ASSESSMENT, REPORTING AND RECORDING**

There is a separate Assessment, Recording and Reporting Policy (OBHP 45)

## **ENTRY TESTS AND SELECTION PROCEDURE**

There is a separate Admissions Policy (OBHP02)

## **MONITORING THE CURRICULUM**

In order to ensure that the aims and objectives of the school are being achieved, it will be necessary for the curriculum as a whole and in parts to be subject to regular review by the following means:

### **Governors' Education Committee**

This committee meets termly and is currently chaired by Mrs Hannah Fox. There is one other Governor on the committee, as well as the Headmaster, The Deputy Head Academic who is also the SENCo and Director of Senior School Admissions. This committee oversees all teaching and learning matters and any major changes will be brought to its attention.

### **Senior Management Team (SMT)**

The SMT meets weekly and is chaired by the Headmaster. Academic matters are brought to the SMT's attention by The Deputy Head Academic and Director of Senior School Admissions.

### **Heads of Departments (HoDs)**

The Heads of Departments, responsible for the implementation of subject policies, meet to discuss the broad aims and objectives of the school and the implementation of their subjects in line with the Teaching and Learning Policy. Meetings take place at least termly with additional meeting arranged to discuss specific agenda item.

## **Subject Meetings**

Heads of Department and the teachers of their subject will meet at least once a term. In these meetings, policies, development plans and curriculum plans should be reviewed to ensure that aspects of school policy are being delivered and that all the demands of the National Curriculum, Common Entrance and other external examination syllabuses are being met. To avoid over-burdening some staff, there are staff subject groups where representatives from each year group will meet with the Head of Department and then report back to the others in their year group.

## **Parental Response**

The importance of regular reporting to parents is fully recognised both in our formal procedures and also in our encouragement of informal contacts between parents and staff to discuss progress and shared strategies for dealing with particular educational difficulties. Feedback from parents is much valued and taken very seriously. It will most often arise from:

- formal staff and parent meetings
- interviews with the Headmaster or other staff
- responses to written reports
- comments on Attainment Grades and Work Characteristics

## **Monitoring of the curriculum**

As set out in the Marking and Feedback Policy (OBHP46), book scrutiny take place to monitor whole school consistency and evaluate for impact on children's learning outcomes. This is overseen by Head of Department, the Deputy Head Academic and the Director of Senior Schools Admissions.

Learning walks also take place during the school year and are led, in the first instance, by a member of SMT. Where possible, at least one learning walk takes place each week with a clear aim shared with the staff common room in advance. Informal feedback is shared with staff as appropriate. This is separate to the more formal lesson observation which takes place as part of the staff appraisal process. Further detail about this process can be found in the Appraisal Policy OBHP39.

## **Inspections**

The school welcomes inspection by external official bodies such as the Independent Schools Inspectorate (ISI) as independent assessors of our performance. We value the information arising out of these inspections, which assists us in the further development of our curriculum and of our teaching practices. The School was last inspected in June 2024.

## **STAFF DEVELOPMENT**

The school is fully committed to supporting its staff as fully as possible in their work, particularly in providing opportunities for them to reflect on their effectiveness as teachers. Sharing good practice takes place within the school, particularly in departmental staff meetings. Some valuable opportunities also arise through external guidance and support. The school fully recognises its obligations not only to provide the best possible service to its pupils but also to assist staff in the pursuit of continuous personal professional development for the better advancement of their careers and in order to achieve maximum satisfaction in their day to day work.

This is achieved by the following means:

### **INSET**

In-Service Training (INSET) days are held in the school prior to the start of the school year and before the start of the summer term. Guest speakers may be brought in to lead workshop sessions or, where they have particular strengths our own staff may lead sessions. INSET may be on whole school issues or subject based, perhaps initiated by departmental requests through development plans.

### **Courses**

Members of staff are encouraged as a matter of professional responsibility to attend courses relevant to their subject. The Headmaster advises on available courses. All expenses for training are met in full by the school. The following agencies in particular are used:

- Incorporated Association of Preparatory Schools (including District 10 Meetings)
- SATIPS (Society of Assistant Teachers in Preparatory Schools)
- BSA (Boarding Schools Association)
- Suffolk LEA Early Years Courses

### **Appraisal**

Annual appraisals take place for all staff. Further details around this can be found in the Appraisal Policy OBHP29.

## **TEACHING ACCOMMODATION AND RESOURCES**

### **Accommodation for Teaching and Learning**

The school is fortunate in having some modern and some traditional teaching blocks containing large classrooms in the Prep school and five in the Pre Prep, which serve as form bases as well as the Nursery unit. Classrooms for Reception to Year 4 serve largely for class-based teaching whilst the other form bases double as subjectrooms. There are three Science Laboratories, a Music Room (with facilities for recording, composition, keyboards and film editing), a Drama studio (The Ives Studio, adjacent to the Music Room), an Art Room, a Creative Technologies Room, one ICT Room and a Library.

All rooms are equipped with display boards and storage space. There are photocopiers in the Common Room, ICT Room, Pre-Prep Staff Room and Britten Hall. Virtually all the classrooms have projectors / interactive whiteboards. The Music Room has been equipped with an interactive LCD panel and our aim is eventually to replace the old whiteboards / projectors with panels.

Attached to one teaching wing is a modern, well-equipped multi-purpose hall with cricket nets and a storage area for equipment. The Music Department is housed at the South-East corner of the school and consists of seven practice rooms and two teaching rooms, one of which contains a keyboard network. The Pre Prep have assemblies with the Headmaster and come to some Prep school activities and meetings.

The Learning Success Department is easily accessible at the end of the colonnade and consists of two large work spaces to allow for one-to-one lessons, small group teaching and an assessment space.

### **Teaching Resources**

All heads of departments are responsible for the resources for their own subject area. This includes keeping an up to date inventory of all books, equipment and other materials; ensuring that they are well maintained, repaired promptly, stored securely, and that stocks of consumables are replenished as necessary. Damage to resources should be reported immediately to the Maintenance Team (and if necessary the Director of Finance and Operations), so that arrangements can be made for rapid repair or replacement.

As part of the responsibility for maintaining a Departmental Development Plan, the Head of Department is also responsible, in consultation with colleagues for reviewing how far existing resources match continuing needs and for drawing up priorities for the acquisition of further resources to meet forward curriculum plans.

## Appendix 1 - Timetabled allocation of lessons for each year group

All lessons are 35 minutes in length some lessons are taught as double lessons, please see individual class timetables for further details.

			TIMETABLE ALLOCATION								
	Nur.	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	TOTAL
MATHS	5	5	10	10	9	9	9	7	7	7	78
ENGLISH	5	5	10	10	10	10	9	7	6	6	78
SCIENCE			2	2	3	3	5	6	6	6	33
FRENCH	1	1	1	1	2	2	3	3	4	4	22
TOPIC	22	20	6	6	6	6					66
HISTORY							2	2	2	2	8
GEOGRAPHY							2	2	2	2	8
MUSIC	1	1	1	1	1	1	1	1	1	1	10
ART		1	1	1	2	2	2	2	2	2	15
COMPUTER SCI.		1	1	1	1	1	2	2	2	2	15
ENG. & DESIGN					2	2	2	2	2	2	12
PSHE			1	1	1	1	1	1	1	1	8
TPR							2	2	2	2	8
SPANISH								1	1	1	3
LATIN								2	2*	2*	6
DRAMA			1	1	1	1	1	1	1	1	8
OBEs	1	1	1	1	2	2	2	2	2	2	16
PE	2	2	2	2	1	1					10
GAMES	2	2	2	2	8	8	10	10	10	10	64
ACTIVITIES	1	1	1	1	1	1	2	2	2	2	14
<b>TOT</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>50</b>	<b>50</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>55</b>	

\* Set 1 Latin in Years 7 and 8 have an additional taught Latin session in Prep, meaning for Set 1 only their lesson allocation increases to 3.

## Appendix 2 - Structure of the day

8:20	Registration – all students to be in their Form Rooms ready for registration time	
8:25	Form Time or Assembly	
8:45	Lesson 1	
9:20	Lesson 2	
9:55	Lesson 3	
10:30	Breaktime	
11:00	Lesson 4	<p>On a Saturday lesson 4 and breaktime are swapped.</p> <p>On a Saturday lessons finish at 12:45. Children are welcome to stay for lunch and afternoon activities or can sign out at 12:45pm</p>
11:35	Lesson 5	
12:10	Lesson 6	
12:45	Lunchtime	
13:45	Registration and DEAR (drop everything and read)	
14:00	Lesson 7	<p>Matches take place on a Wednesday afternoon. Children can sign out after match tea. If they are not taking part in a match on that day sign out is at 16:20</p>
14:35	Lesson 8	
15:10	Lesson 9	
15:45	Lesson 10	
16:20	Prep Break*	
16:40	Prep	<p>On a Home or Exeat Weekend sign out is at 16:20.</p>
17:40	Sign out or dress down for boarding	
17:50	Supper followed by evening activities	

### Appendix 3 – Remote Teaching

With the coronavirus pandemic starting in early 2020 and the subsequent closure of schools for the last week of the Lent Term and for most of the Summer Term, schools had to adapt quickly and provide remote teaching. OBH offered a full remote teaching programme, based around Microsoft Teams, which takes into account Government guidance (which was first published in April 2020 and has since been updated).

In summary:

- The school's remote teaching uses the Microsoft Teams platform, with Zoom used on some occasions. The majority of lessons will include 'Live' content.
- Each year group will have its own team, with a separate channel being employed for each subject. In Years 5-8, there are separate teams for English, Maths, Science and French, on account of the number of lessons taught.
- 'Live' teaching takes place within each team, as well as typed chat between pupils and teachers. Relevant documents, files and links to websites etc may easily be posted.
- The Class Notebook is normally used for pupils' work with instructions being given in the form of assignments. Work completed in the class notebook can automatically be viewed / annotated by the teacher.
- Guides for parents are produced. The Head of Pre-Prep has produced a separate guide for Nursery to Yr 2.
- Questions regarding the school's online teaching should be directed to the Deputy Head (Academic)
- With cases of Covid still being diagnosed, it is acknowledged that a combination of 'blended' class and online teaching may be necessary if some children have to self-isolate. Full remote teaching may be adopted if circumstances dictate.
- The school's commitment to Safeguarding and online safety needs to be reflected in the online teaching. Further details may be found in the school's e- Safety policy.