



OLD BUCKENHAM HALL

Curriculum Policy

OBHP07

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WHOLE SCHOOL CURRICULUM POLICY

This Policy was originally written in January 2015 by Julia Campbell, and updated in October 2018 by Chris Bunting. 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 3 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 in the junior part of the Prep school, as well as Latin, 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 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 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 PSHCE and through the 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 (e.g. to the Houses of Parliament) 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 PHSCE 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 (as detailed in separate Schemes of Work) corresponds with the relevant Programmes of Study in the Middle School curriculum and Common Entrance syllabus.

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

Year Group Arrangements

- Further information about the Prep (KS2 & KS3), Pre-Prep (EYFS and KS1) can be found in the subject policy documents.
- The Pre-Preparatory Department is made up of four classes. Each class has a full time class teacher (EYFS practitioners in Nursery). 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 Preparatory School is divided into thirteen forms with two form in Years 3 – 7, and three forms in Year 8.
- Year 3 and 4 are taught most of their lessons by their form teachers with subject specialists teaching French, ICT, Art, DT, PE and Games.
- OBEs (Old Buckenham Explorers) is taught as a timetabled subject in Years 3-5
- Years 5 and above are taught entirely by subject specialists and move from room to room.
- Year 5 are supervised by two experienced form teachers whose job it is to facilitate a smooth transition from class teacher to subject specialist forms of teaching.
- Year 7 and 8 are taught by teachers who are subject specialists and are experienced Common Entrance practitioners and fully conversant with scholarship requirements.

Setting and streaming

In the Prep school, setting for Maths commences in Year 4, with English being set from Year 5 (although the school uses high levels of differentiation in Year 3 to support and challenge pupils with additional needs) and continues in both subjects to Year 5.

Setting begins for Science in Year 5, and for French and Latin in Year 6. There is the understanding that the children are able to 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 the top sets in the final years – Years 7 and 8. They also benefit, as do all children, from nightly support sessions run by core subject Heads of Department.

Extra work is set when appropriate. Additional tuition in Art, Music, Drama or Sport is provided as necessary for pupils intending to attempt examinations for awards in these areas, or as All-rounder scholarship candidates.

Subject Times

Where possible English and Mathematics are timetabled for the morning sessions (and this is always the case in Years 3 & 4) but normal timetabling restrictions mean that some lessons must invariably be timetabled for the afternoon sessions.

Lesson Allocation

Science, Art and DT are timetabled with double lessons throughout the school except in Years 3 & 4 where Science is timetabled in one double and one single lesson. English and Maths from Yr 5 upwards will have at least one double lesson and History and Geography in Yr 8 will have one double lesson.

See Appendix I to this section for the current allocation of lessons to each year group.

Learning Support

The school has the services of a highly experienced and qualified SENco and two qualified learning support teachers to cater for the special needs of children with learning difficulties, who have a range of additional needs, in addition to other visiting specialist teachers who further this 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.

Regular additional support is given according to individual need, to foreign students by a qualified teacher, to enable foreign students to cope more easily with work in other subjects alongside the pupils within their own sets. In addition, 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 particular individual child to access. Over a period of weeks or months, the child's timetable adapts with the ability to access each subject and benefit from joining the mainstream classes.

(Please see SEN & EAL Policy OBHP 27)

'More Able and Talented' Pupils

More able 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 'More Able 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 currently only in Years 3 -8 but school plays are normally performed in the school at least three times a year and in many instances all children are given the opportunity to participate; certainly there is large scale participation and this is a key consideration in the choice of the play. Extra drama is also offered as an activity option (e.g. LAMDA) and 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 we welcome a specialist drama teacher in each half term to provide each class with a focussed drama lesson. We also perform a Nativity at Christmas time and a Summer Show at the end of each academic year, which include all children from Nursery through to 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 several choirs, in addition to an all-girls choir, a Pre-Prep choir, an orchestra, a jazz band, rock groups and various instrumental ensembles. Every child has the opportunity to learn to play keyboards within the taught music programme of study. Regular concerts both within and outside the school provide valuable opportunities for children involved to gain performing experience.

Personal Social and Health and Citizen 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. For this reason, we have dedicated one lesson per week in Reception to Year 8 for Personal Social, Health Education and Citizenship; PSHCE. (Please see separate PSHCE policy for details).

This area of the curriculum will be delivered by the child's form teacher who is best placed to assess the emotional needs and maturity of each pupil, with help from both the Head of Pastoral Care, School Nurse and E-safety lead.

Project Work

Whilst traditional methods of subject-based teaching may be regarded as the norm in this school, we nevertheless acknowledge the desirability of incorporating a certain amount of project work into the curriculum. 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
- Promotes newer and more flexible styles of teaching and learning
- Encourages open dialogue between staff
- Provides opportunities for departments with shared interests to plan together for curriculum coverage.

Much valuable project work should result from informal arrangements between members of staff, but topic frameworks are built into schemes of work so that cross-curricular experience for all pupils is guaranteed. Staff may offer ideas from Schemes of Work in their own subjects to other staff as a basis for a particular topic, or they may extract common themes from schemes in other subjects to which they feel able to contribute in a cooperative venture.

Projects or areas of study are a strong feature of the programme provided for our post academic scholars. Discussions take place with individual pupils, to encourage study in areas of particular interest. This is a valuable and meaningful use of time for those children whose senior schools do not require Common Entrance results.

There is a shared responsibility to ensure that such arrangements are made for each year group, and a more formal approach to the organisation of topics may at times be deemed necessary. The period following school examinations towards the end of the summer term is considered most appropriate for sustained involvement in projects, though they may also be undertaken intermittently over part or the whole of a term.

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.

Subject Focus Days

At some points during each school year, we arrange to have a subject focus day. This involves the whole school in a cross-curricular study of a subject involving all the

children and as many staff as is possible. We value the integration of all staff in the planning of these events and the immense sense of achievement that the children gain.

Assemblies

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

- Monday Headmaster's assembly (all present)
- Hymn Practice (Years 3-8)
- Friday Form assembly or Staff assembly
- The Pre-Prep meet for Birthday assembly on Monday, themed assembly on Wednesday and join the whole school celebration assembly on Friday.

Prep

Prep forms an integral part of the school day and of the monitoring process. 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 read to prepare for a forthcoming lesson
- To revise work previously covered
- To afford an opportunity for independent learning (perhaps in the Library or ICT suites)

Prep takes place in form rooms and is supervised by teaching staff to allow structured support in building the skills of independent study.

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

Year 8 pupils may attend extra study sessions during the day and after school until their exams are over, at which point they re-join their normal prep sessions.

Prep is an occasion when pupils are expected to work on their own (though under supervision in the room) and they are expected as far as possible to resolve their own problems in the course of completing the work set. The supervising member of staff will be available to give quiet guidance as necessary.

There should be a quiet, industrious atmosphere throughout the school for the duration of the prep period. Talking should not be allowed without express permission – for example if a pupil is given permission to provide help for another.

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.

Supervising staff must check a pupil’s work during prep and sign the child’s planner to show that it has been satisfactorily completed. 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 2018 - 2019

	Year 5	Year 6	Year 7	Year 8
Monday 1	English	Maths	Science	English
	Maths	French	RS	Maths
Tuesday 1	Science	English	Maths	Science
	5AS History 5CR Geography	Science	Latin	French
Thursday 1	French	RS	English	History
	5AS Geography 5CR History	Geography	French	Latin

Friday 1	PSHCE	PSHCE	PSHCE	PSHCE
Monday 2	English	Maths	Science	English
	Maths	Study / Reading	Study / Reading	Maths
Tuesday 2	Science	English	Maths	Science
	5AS History 5CR Geography	Science	History	Study / Reading
Thursday 2	French	Latin	English	Geography
	5AS Geography 5CR History	History	Geography	RS
Friday 2	Home Weekend			

In order to accommodate PSHCE sessions on Friday afternoons, preps are set according to the two-week timetable below. English, Maths & Science have a prep every week. In Years 6-8, French, History, Geography, Latin & RS have one prep every two weeks

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 the following:

The current range of clubs and activities on offer can be found in the Appendix to this policy.

The unusually wide range of activities offered by the school is one of its notable features. The activity programme is considered to be an important component in the whole school curriculum because it contributes so much to the realisation of the school's aims and objectives.

Opportunities also exist within the activities timetable for pupils to pursue some basic curriculum subjects to a more advanced level 'swim and survive' first aid, or to explore certain areas of a subject which may not be covered in timetabled lessons.

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 autumn term onwards. Revision sessions are held on weekday evenings (on Mondays, Tuesdays and Thursdays leading up to the Mock Exams in November, and again leading up to second mock in March, and then until the Common Entrance Exams in June. 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.

For boarding children in Yrs 6 & 7, a revision programme is followed prior to the internal examinations in the summer term with additional study sessions during the exam week. Once again, sessions are held in all subjects and are led by members of staff.

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.

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.

Programmes of Study

Programmes of Study exist for each subject and have been devised by staff working together. 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. In more detail, they describe the materials, processes and methods through which the knowledge and skills will be taught. They indicate areas of the subject, which relate to other subjects and opportunities for cross-curricular initiatives. They also point out suitable opportunities for topic work, the use of the library and of information technology.

Schemes of Work

Schemes of work indicate much more precisely the particular topics and activities, which will be dealt with in lessons each term (giving, for example, page numbers, essay titles, bookmarked websites and books to use). They also detail the actual resources that will be deployed, and define specific objectives. They will also refer to areas, which need revision and reinforcement, and the planning of Programmes of Study will allow staff to co-ordinate cross-curricular opportunities. Exams and other points of assessment will also be shown.

Schemes of work and medium term plans are presented at the start of every term by all staff. They should be written in consultation with other staff in the year group

teaching the same subject. They are monitored by the Heads of Department. It is the responsibility of the Heads of Departments to ensure that the plans are linked to the Programmes of Study and that in the course of the year all the learning objectives are met. Copies of all planning are sent to the Director of Teaching and Learning at the beginning of each term.

Lesson Plans

Each member of staff will need to make plans for individual lessons, which put the content of the Scheme of Work into day-to-day practice - we call this short-term planning. Staff will use their own judgement to determine the teaching style and method for particular subject topics or activities, and as a year group, they will also make decisions concerning the order in which they are delivered. The plan should also contain an evaluation which takes place after each lesson or series of lessons and should inform future planning and practice.

Planning Review

We should constantly review our planning in year group meetings, as a department and as individual teachers, taking into account in our Schemes of Work the abilities and progress of the children. Minuted departmental meetings happen at least once a term but commonly far more often.

TEACHING AND LEARNING POLICY

Rationale

Children have an entitlement to a programme of learning experiences, which offers them the maximum opportunity for development, is adequately resourced, takes place within an attractive environment and is planned in a varied and stimulating way.

It is important that learning should be an exciting, challenging, stimulating and inspiring activity with each child having equal access to a variety of learning experiences.

To ensure that the children reach their potential we need to consider these areas:

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

The Quality of Teaching

Teaching is good when:

- Work is planned carefully.
- Planning follows the agreed strategies as set out in the Staff Curriculum Policy Handbook.
- Pupils acquire knowledge, skills and understanding progressively and at a good pace.
- The lessons have clear aims and purposes and take full account of the schemes of work laid down.
- Children with different learning abilities, styles, and interests are catered for to ensure that all pupils thrive.
- The teaching methods take into account the topic or subject as well as the needs of the pupils.
- The conduct of the lesson sets high attainable expectations of all pupils.
- There is regular feedback through marking and discussion of work with pupils.
- Classroom management is good.
- Lessons are challenging, stimulating and inspiring.
- It takes into account pupils' interests and is flexible enough to take advantage of issues of the day.
- Relationships are positive and promote pupils' motivation.
- Prep extends and supports the work done in lessons.

Indicators of successful teaching might be:

- Differentiation of task and/or outcome reflecting an awareness of children's needs.
- A range of challenging activities, including trips and visitors.
- High and achievable expectations with regular praise.

- A variety of teaching approaches (more enquiry and discovery-based than spoon-fed).
- A consistent approach with clear instructions, good planning and preparation and a summary of what has been learnt.
- A variety of resources.
- Continuity of work.
- Equality of access to the curriculum.
- Reinforcement through summary and repetition.
- Opportunities for pupils to ask questions and for the teacher to ask a variety of open and closed questions.
- The lessons move on at a good pace.
- Lessons learnt are summarised and used in further lessons.
- Lessons are evaluated and where necessary repeated using a different approach.

The Quality of Learning

The school is a centre of learning, and good teaching facilitates this learning.

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

We agree that 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 Heart of Effective Learning

1. The child knows what he or she is doing and why. The child can be seen moving purposefully from one activity to the next during the day.

2. Knowledge and skills have been taught and children feel confident using them. Resources need to be well organised and easily accessible for the children.

Indicators of effective learning might be:

- A wide range of resources being used effectively.
- Objective test scores are improving.
- Children are making progress.
- Assessment and test results are improving.
- There is evidence of children evaluating their own work.
- Children are purposeful and fully engaged in their learning.
- Children knowing the purpose and aim of the lessons.
- Learning is enjoyable and, where possible, practical.
- Skills of concentration, questioning, co-operation and perseverance are in evidence.
- Children working in a variety of ways, in groups, as pairs and as individuals.
- Children feeling safe and unthreatened in a positive atmosphere of mutual respect and trust.

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.

We agree that our classrooms will provide:

- A stimulating environment
- A welcoming atmosphere
- Attractive displays that, where appropriate, reflect all children's work and change regularly.
- Organised equipment and resources.

Indicators of good practice might be:

- Displays which are interactive, relevant and varied.
- Displays which are appropriately labelled and attractively mounted.
- Displays which reflect all curriculum areas.
- Writing at eye level where possible with consideration given to word processing and font size for clarity.
- Resources, which are readily available, clearly labelled, accessible, well-maintained and appropriate to the age and stage of the children.
- A tidy room.
- Displays which make use of ICT facilities.
- Displays of appropriate key vocabulary.

The way we organise our classroom environment sets the standard for the children and enhances the working and learning environment.

GENERAL SCHOOL POLICIES

The policies outlined below form part of the English schemes of work but, as they are of concern across all areas of the curriculum, they require a unified approach.

A Whole School Policy for Spelling, Grammar and Punctuation

(This should be read in conjunction with the English department policy document).

Spelling, grammar and punctuation are aspects of basic literacy for which all staff have a shared responsibility. To ignore their importance is to perpetuate error.

The correct use of capital letters and full stops, writing in full sentences and in paragraphs, and the correct use of vocabulary in both speech and writing must be taught and reinforced in all lessons. The correction of common mistakes (such as confusing *our/are*, *would have/of*, *their/there/they're*) in spelling and grammar is the province of every teacher.

Spelling support should be a positive aspect for all classes for whatever age, ability level or subject. This can take the form of subject-specific lists of words, words used most frequently, words used in a particular topic, and the learning and testing of these words. They are a very suitable subject for display.

We must also encourage as a school the use of dictionaries and thesauri, which are available for the children in all classrooms. The use of electronic spell checkers, available as an individual pocket-sized item, is also encouraged.

Handwriting

A cursive handwriting scheme introduced in the Pre-Prep Department is followed throughout the school. The only deviation from the scheme is that no loops are formed on letters above the line but those below the line are retained.

A joined up, cursive style is taught from Year 2 onwards. It is expected that every child will be using such a style without difficulty by the end of Year 3. The Learning Support Department teaches the same handwriting style. (The Andrew Brodie handwriting scheme).

For children who join the school at 7+, the scheme is used only if deemed absolutely necessary; otherwise they continue in the style that they have already been taught.

Handwriting practice forms an essential part of English lessons, particularly up to and including Year 5, but the importance of legible handwriting is to be emphasised throughout every subject area up to and including Year 8.

Presentation of Work

Every child is encouraged to use the correct pen as advised by OBH from Year 3 onwards after a pen licence has been granted.. For those with serious handwriting problems, or who are left-handed, an alternative may be used if recommended by the English and Learning Support Departments. In the Early Years until Year 3 a pencil is permissible but by the summer term of Year 3 all pupils should be using a 'Frixion' pen for at least some of their work. A pencil is used for mathematics work.

Every piece of work should be dated on the left hand side of the page and have a title, both of which should be underlined using a ruler. Only exercise books with a margin should be used in the Prep school.

Pupils should be encouraged to set out their work as clearly as possible. Although wasting space should be avoided, it is preferable that work be spread out rather than overcrowded. **Credit should be given for careful presentation.** The children must be made to see the importance of taking pride in the overall appearance of their work.

Display

The school upholds the principle that the display of work of merit produced by pupils in all areas contributes significantly to an atmosphere of educational vitality and creativity. Examples of work are therefore on display in all parts of the school to heighten awareness among pupils, staff and visitors alike of the excellence achieved in a wide variety of activities. Displays must be of a high standard and reflect the work of as many children as possible. Such work must be corrected for grammar, spelling and punctuation and written in straight lines. Displays of visual aids and posters are also encouraged in the classrooms and on the communal and shared areas of the school. The use of display tables and boards, hanging space, three-dimensional

construction, portfolios of children's work and interactive activities are all highly desirable.

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 and tutors also have a part to play here in respect of their own tutees. Tutors must monitor their tutees' reading record book and liaise with staff and parents to maintain and support a joint approach.

The number of lessons provided for English up to and including Year 5 provides adequate time for the monitoring of reading skills and ancillary support is available to teachers of pupils up to year 6 for this purpose. When Preps are finished the children can read their own books and the member of staff supervising the form can hear individuals read.

Younger 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, each form having one English lesson every week devoted to a library visit which allows for guided choice of books, research tasks and an opportunity for the teacher to listen to the pupils read. Apart from its use during lesson times, pupils are permitted to visit the library in their spare time when supervision is available. The library is due to be 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

These areas may now be found in a separate Assessment, Recording and Reporting Policy (OBHP 45)

ENTRY TESTS AND SELECTION PROCEDURE

Children normally enter the school at age 3, 4 and 7. There are no formal assessments for 3 and 4 year-olds but the children visit the school for a morning before entry.

The Preparatory School is an inclusive school in its admissions procedure. Children with learning difficulties are accepted if it is felt that extra support, (up to a maximum of two lessons a week with learning support staff) will allow them to cope in a normal classroom situation and, ultimately, bring them up to a level comparable with their peers.

Throughout the year, prospective entrants visit the school for a taster day and a WRAT assessment.

However, children can enter the school at any point if there are any vacancies. Normally children who are entering visit the school for a day during which time they are assessed prior to being accepted. The SENDCo has a file of appropriate assessments for use on an individual basis.

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:

Senior Management Team (SMT) Meetings

The SMT meets weekly and is chaired by the Headmaster. Although academic matters are normally dealt with by the SAS (see below), they may be brought to the SMT's attention. The Director of Studies will provide an academic summary at each meeting,

Senior Academic Staff (SAS) Meetings

The SAS Meetings are to be replaced by the HoDs Meetings from January 2019.

Heads of Departments (HoDs) Meetings

The Heads of Department, 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. These meetings will happen fortnightly from January 2019. The meetings are led by the Director of Studies. Heads of Departments play a critical role in the development of their subject.

Subject Meetings

Heads of Department and the teachers of their subject will meet at least once a term. In these meetings, policies, development plans, schemes of work and programmes of study 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. Pre-Prep teachers are represented in each subject meeting.

FORECASTING AND REVIEWING

Adherence to the Curriculum Planning Cycle is essential for the continuous review and evaluation of the curriculum, its organisation and delivery. Teachers' programmes of study should clearly show forward planning based on the schemes of work. They should also include some reflections on teaching and learning undertaken; in terms of the suitability of content, success of particular methods of delivery, the general responses of pupils, standards of work and should give a clear indication as to the next stage of development that the children require.

Accurate records of achievement for each pupil (in the form of marks and through the comprehensive use of assessments should also help to show whether pupils are

making satisfactory progress and whether our aims for each individual are being achieved. It is incumbent on all staff to keep accurate and up-to date records

To assess progress, or lack of it, of each tutee. Communication between tutors and other subject teachers also has a vital part to play in reviewing curriculum planning.

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 termly reports
- comments on Effort and Attainment grades

It is important that a record of any dialogue between parents and staff is recorded and relevant information passed on to those who need it. (Pre-Prep information is passed on to the Year 3 form teacher; Year 4form teachers pass on their records, as well as those from Year 3.

Monitoring through external assessments

The results of external assessments such as CATs and Progress Tests are analysed to provide indicators to the success or otherwise of the current curriculum and of the way in which it is being delivered.

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. Full ISI inspections (academic and compliance) normally take place on a six-yearly cycle with the latest

occurrence in May 2018. There are additional compliance inspections three years after a full inspection.

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 held to discuss the various aspects of the curriculum. 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

The Headmaster carries out an appraisal of each academic member of staff once a year. This will include a formal lesson observation and a follow up meeting where targets can be set and discussed. This links in strongly to the CPD that each member of staff should be looking to undertake.

In addition to this, the headmaster spends a significant proportion of his time dropping into lessons on an ad hoc basis.

Once every three years (or sooner on a risk basis) each department undergoes a rigorous appraisal led by the Director of Studies and the Teaching and Learning Co-ordinators

Induction of New Staff

The Headmaster appoints appropriate mentors for the induction of new staff who are guided throughout their first year. All new staff attends training sessions by the School Health and Safety Advisor and Safeguarding officer before the start of the school year in INSET or on commencement of their employment.

Staff Handbook

A Staff Handbook details all the day-to-day working procedures and practices in the school.

As in the case of other such documents, this is subject to regular review. Suggestions for amendments or additions are always welcomed from all members of staff.

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 four 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 subject rooms: two for Mathematics, two for English, one for Classics one for French, one for Geography, one for History and one for RE. There are also three Science Laboratories, two Music Rooms (one of which is a Technology Room for recording, composition, keyboards and film editing), an Art Room, a Design and Technology Room, one ICT Rooms and a Library.

All classrooms are equipped with either units containing sliding trays or storage cupboards in which pupils keep their books and stationery. All of this furniture can be very easily moved to provide whatever layout is preferred for a particular subject, style of teaching, or even for one lesson where a planned activity demands it. This flexibility encourages a range of teaching styles within one room. As pupils from Years 5 – 8 move from room to room for different lessons, this ensures a great deal of variety in their learning activities within the day.

All rooms are equipped with dry-wipe white boards and in many cases interactive white boards, extensive display boards and storage space. There is a photocopier in one of the Common room and Britten Hall Rooms. Most of the classrooms have overhead or digital projectors.

There is a Drama studio. Attached to one teaching wing is a modern, well-equipped Sports Hall with wall bars, climbing ropes, cricket nets and a storage area for equipment. The Music Department is housed in an adjoining block 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 Support Department consists of two linked classroom for one-to-one and small group teaching.

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 Headmaster 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.

All current educational catalogues from which books and other materials can be ordered are available in the Common room or online. The Deputy Head organises the ordering and distribution of materials linked to television educational broadcasting including teachers' books, pupils' pamphlets, videos and audio tapes. Together with Heads of Departments and the Deputy Head, the Educational Visits Co-ordinator will help to arrange curriculum related visits to places of interest, visiting speakers or performers, visiting exhibitions, commercial displays and demonstrations, and the use of the school site itself which constitutes a rich resource for study in for example nature, science and geography.

However well planned and organised the curriculum may be, it cannot be delivered effectively unless it is appropriately and adequately resourced. There is a shared responsibility therefore both to make sure that a satisfactory level of resourcing is maintained through the procedures outlined above and also to make as full and imaginative use as possible of the range of departmental and shared resources that are at our disposal.

Appendix 1 - Timetabled allocation of lessons for each year group

	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
English	10	9	8	7	7	7
Maths	9	9	8	7	7	7
Science	3	3	6	6	6	6
French	2	3	3	4	4	5
History	2	2	3	3	3	3
Geography	2	2	3	3	3	3
Latin	0	0	0	3	3	3
RS	2	2	2	2	2	2
Study Skills	0	0	1	1	1	0
Art	2	2	2	2	2	2
Drama	1	1	1	1	1	1
Music	1	1	1	1	1	1
DT	2	2	2	2	2	2
ICT	1	1	1	1	1	1
PE	1	1	1	1	1	1
OBEs	2	2	2	0	0	0
Total	40	40	44	44	44	44

All lessons are 35 mins in length

Appendix 2 - Structure of the day

Time	Activity	Year 3 / 4
8.20	Registration	
8.25	Assembly / Form / House	
8.45	Lesson 1	
9.20	Lesson 2	
9.55	Lesson 3	
10.30	Lesson 4	
11.05	Break	
11.35	Lesson 5	
12.10	Lesson 6	
12.45	Reading	Go into Lunch
1.00	Lunch	
1.30	Break	
2.00	Lesson 7	Games
2.35	Lesson 8	Games
3.10	Games	Lessons 4.20 home
4.40	Prep	U9ers
5.40	Dress Down	
6.00	Supper	
6.30	Clubs	
7.45	Yrs 3, 4 & 5 Bedtime	
8.00	Yr 6 Bedtime	
8.15	Yr 7 Bedtime	
8.30	Yr 8 Bedtime	

There will be a single weekly timetable with 44, 35 minute lessons.

Lessons are arranged in pairs to allow as many doubles as needed.

Full time staff receive a half day each week, rather than every other week.

Reading is supervised by the lesson 6 teacher.

Prep is in classrooms and supervised. Where possible staff will supervise their own form but all staff will supervise an equivalent number of prep sessions a week.

Staff living onsite will have one evening duty a week until 8.30. Off site staff will have no duties in the evening.

All staff will be expected to run a club from 6.30 to 7.30 once a week.

Year 8 music lessons will be fixed outside of lesson times / Yr 7 and below will rotate weekly.

Children will not miss lessons for any other activity.

Year 5 – 8 will not miss prep Games will happen each day except Thursday when the whole prep school will do activities.