



# Bancroft's Preparatory School

## Curriculum Policy

### Introduction & Overview

The curriculum at Bancroft's Prep School aims to fulfil the school's objective of providing our children (aged 7-11) with the best possible academic education, and to help them reach their full potential, whilst also ensuring that they are happy and well rounded individuals.

We want our children to be active, reflective learners with learning skills which will set them up for life and to share in an ongoing dialogue with their teachers about their learning. We want Bancroft's Prep to be imbued with a genuine spirit of inquiry. Children are encouraged to take responsibility for their own learning journey; they are able to evaluate their work and understand where and how to make progress. We encourage parents to be involved with their child's learning, so they too understand their child's strengths and areas for improvement.

Children are taught by their class teacher wherever possible; the relationship between a child and their class teacher is vital in terms of pastoral care. In addition, we have a number of specialist subject teachers, for example, Art, Music, Computing, Physical Education and French.

Our curriculum is dynamic, progressive and fluid. We will always make adjustments to meet the needs of year groups, classes and individual children, including those with an EHC plan. The curriculum has been put together with the National Curriculum in mind and is broad, balanced, and designed to engage, challenge and inspire our bright children.

Children have fun in their learning. We encourage them to think, ask questions and solve problems. This philosophy can be found across the curriculum. For example, in Maths, Science and Computing we focus on the 'how' and the 'why,' the underlying concepts, rather than simply giving the answer. Our approach to English is centred on quality texts. The focus is on analysis and interpretation through reading and creativity in writing. History and Geography encourage children to be curious about the world. Our broad curriculum is practical and covers the UK and the rest of the world.

We have recently introduced Personal Development as a new subject; this includes Religious Studies; Social, Moral, Spiritual and Cultural Education; alongside Personal, Social, Health and Economic Education. These lessons are designed to address issues around these themes and as with all subjects, we encourage children to have an open dialogue with teachers.

At Bancroft's children develop and benefit as much from the co-curriculum as the academic curriculum: sports, activities, educational visits, music, drama, chapel, assemblies, and the house system are all an important part of what we offer.

## **Aims and Objectives**

At Bancroft's Prep we aim:

- To have high expectations of the children and ourselves;
- To raise levels of attainment for all pupils, enabling them to achieve their personal best;
- To develop confident and enquiring learners who are able to make informed choices;
- To provide a wide range of learning experiences that challenge, stimulate and promote thinking and learning;
- To develop self-esteem and personal responsibility, with respect for the feelings and needs of others;
- To ensure equality of opportunity and access to all, regardless of gender, race, special needs, class or faith;
- To provide a happy and safe environment in which to work;
- To promote a thoughtful attitude to the immediate and wider environment.

## **Teaching and Learning**

At Bancroft's children in the Lower Phase (Years 3 and 4) are taught primarily by their class teacher. Learning is placed in context and where possible links are made across the curriculum, ensuring a creative approach. This also has the added advantage of allowing the children to spend the majority of the day with the same teacher. The children have specialist teachers for Games, PE, Art, Music, French and Computing. The timetable allows for a certain degree of flexibility to facilitate this cross-curricular approach to learning.

In the Upper Phase (Years 5 and 6) the children continue to be based in class groups, and the timetable is planned to allow the children to be taught by a larger number of specialist teachers.

At Bancroft's we recognise that the following are aspects of good teaching:

- A clear focus and purpose to lessons;
- Lessons that are well paced and provide stimuli;
- Well organised resources;

- Appropriate and targeted questioning;
- Teaching matched to assessment;
- Planning informed by assessment;
- Constructive oral and written feedback;
- An environment in which speaking, listening and other basic skills are an integral part of the curriculum;
- Opportunities to consolidate previous knowledge and skills;
- Quality of relationships;
- Knowledge of the subject;
- Knowledge of the child;
- Shared aims, with the child, support staff and parents;
- Work differentiated according to pupils' needs;
- Clear, high expectations.

We also understand that effective learning takes place when pupils:

- Understand and take responsibility for their own learning journey;
- Show they understand by doing something they have not done before;
- Apply previous learning in a new context;
- Clearly enjoy the learning process;
- Share their knowledge with others;
- Understand what needs to be done to successfully complete the task;
- Receive constructive feedback;
- Have opportunities to work in depth;
- Are given opportunities to act upon feedback.

## Curriculum Organisation

The core subjects of English, Maths and Science are given the most teaching time. In addition, Geography, History, Computing, Music, Art, French, Personal Development (including PSHEE and Religious Studies), PE, Games and Swimming are also taught throughout the Prep School.

There are three classes of 22 children in each year group. Children are primarily taught in these classes, although they are split into four groups for Maths.

<b>Prep School Subject Allocation 2017-18</b>				
<b>Subject</b>	<b>Alpha (Year 3)</b>	<b>Beta (Year 4)</b>	<b>Prep 1 (Year 5)</b>	<b>Prep 2 (Year 6)</b>
<b>Maths</b>	<b>10</b>	<b>9</b>	<b>11</b>	<b>11</b>
<b>English</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>10</b>
<b>Science</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>French</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>History Geography</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Computing</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Art</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Music</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Drama</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Creative Thinking*</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Games</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>PE/Swimming</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>Personal Development</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>Form Time</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>
<b>Total**</b>	<b>45</b>	<b>45</b>	<b>50</b>	<b>50</b>

\*Spring and summer terms only

\*\*Number of 30 minute periods

## **Planning**

Teachers plan together in Year Group and Subject Teams. This gives teachers the opportunity to share ideas and ensure continuity and progression across the year group.

The curriculum is planned effectively to:

- Provide continuity and progression for all;
- Promote enjoyment of learning and commitment to learning and achieving;
- Provide rich and varied activities;
- Encourage best possible progress and highest attainment for all pupils;
- Enable pupils to make connections across different areas of learning;
- Help pupils to think creatively and solve problems;
- Help pupils to learn and work both independently and collaboratively;
- Enable pupils to respond positively to opportunities, challenges and responsibilities;
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Subject Leaders are responsible for the Progression of Study and the Medium Term Plans across all year groups. Teachers then use these as a platform for their weekly planning.

## **Assessment**

The objectives of assessment in Bancroft's Preparatory School are:

- To enable children to demonstrate what they know and understand;
- To enable children to recognise the standards to aim for, and to understand what they need to do to improve their work;
- To identify next steps to allow teachers to plan effectively reflecting the needs of the children;
- To consistently monitor the progress of all pupils;
- To identify those pupils who are making more or less progress than expected so extension and intervention programmes can be put in place;
- To provide regular information for parents that enables them to support their child's learning
- To provide the Head teacher, Leadership Team and Governors with information that allows them to make judgements about the effectiveness of the school.

## Assessment for learning (Formative Assessment)

Assessment for learning lies at the heart of our assessment policy at Bancroft's. Children learn best when they understand and take responsibility for their own learning journey. They are able to pinpoint what they have done successfully and what they still need to do to improve. Children are then able to articulate this to their teachers, parents and other interested parties. Children are actively involved with setting learning objectives and generating the success criteria for a piece of work.

At the end of every lesson children evaluate their learning against the learning objective and their own success criteria. They write a comment in red pen, detailing what they have done well, and how they think they could improve. Teachers then respond in green pen, building up a dialogue between teacher and child, which celebrates successes and highlights areas for improvement. Both children and teachers initial each other's comments to acknowledge they have been read/acted upon. This method of formative assessment puts children at the centre of their learning and allows teachers to plan their next steps. In subjects where written outcomes are not evident, for example, Games, PE and Music, this dialogue takes the form of a discussion.

Teachers use highlighters to provide children with an instant visual of how they are doing. Yellow highlights indicate examples of the learning objective being met, or evidence that elements of the success criteria have been achieved. Orange highlights show areas for improvement. This form of marking takes place within all subjects with written outcomes, apart from Maths.

The use of peer marking allows children to assess each other's work in the same way that they would critique their own.

### **Marking symbols:**

T: target.

OF: oral feedback given, with a brief explanation of what was discussed.

SC: success criteria.

**Mistaek**: highlight a spelling mistake in orange.

SP: for spelling errors, which are then corrected.

^: to indicate a word has been missed out.

l: to indicate a new sentence is needed.

//: to indicate a new paragraph is needed.

©: in the margin, to indicate a capital letter is needed somewhere on the line, e.g. titles and names.

P: in the margin to indicate incorrect or missing punctuation.

### Assessment of Learning (Summative Assessment)

This involves judging children's performance against national standards and expected norms for pupils within our school. Test results in the core subjects of English and Mathematics show children's performance in terms of the National Curriculum, giving us information to allow us to compare their attainment against expected national norms for their peers. Other test results will demonstrate the children's understanding of work covered and provide us with data to compare their attainment with that of other pupils in our school, for example, half termly Maths tests and termly writing and comprehension tasks.

Online reading assessments provide comprehensive reports on individual children and Maths papers are also externally marked. Independent writing is marked by English teachers using the Bancroft's marking scheme. The Head of English leads the moderation across classes and year groups to ensure a consistent approach.

Results will be analysed by the Assistant Head Teaching and Learning and subject teachers and looked at alongside teacher assessment to identify any pupil performing above or below the expected norm. This will allow intervention or extension programmes to be put in place to enhance the children's learning and to ensure they are working in appropriate groupings in subjects that are ability grouped.

### **Monitoring and Intervention**

Children's attainment and progress is constantly monitored as part of normal classroom practice.

Monitoring informs day-to-day planning for classes, smaller groups and individuals. We believe effective monitoring will:

- promote higher standards by improving the quality of teaching and learning
- have a positive effect on pupils' motivation and self-esteem
- give clear indications of children's strengths and weaknesses

Our policy ensures pupils, parents and staff are fully informed about a child's progress and achievement.

Monitoring of pupils' work is primarily the responsibility of the subject teacher, who should be looking for inconsistencies in written and oral ability as well as those pupils who are 'underachieving' or receiving consistently low marks. Children who are performing significantly above their peers also need to be identified. Monitoring of progress is an ongoing process and should be used in the formal and informal appraisal of each child in the classroom.

Learning support is provided for those pupils with an EHC plan and for children who are achieving either significantly above or below the expected levels for pupils of their age. However, the majority of the pupils are working at levels above the national norms, so it means it is essential we compare a child's attainment and progress against those expected for pupils at our school and not solely against nationally expected norms. Concerns are

reported to the Head of Learning Support and interventions made where required. A detailed outline of Learning Support can be found in our Learning Support Policy.

## **Monitoring of Teaching and Learning**

The Assistant Head Teaching and Learning is responsible for monitoring teaching, planning and marking across all subjects.

- Weekly planning meetings take place across year groups, with Subject Leaders and the Assistant Head Teaching and Learning attending when possible.
- In conjunction with Year Group Leaders, the Assistant Head Teaching and Learning is responsible for updating the Yearly Overviews.
- In conjunction with Subject Leaders, the Assistant Head Teaching and Learning is responsible for continually reviewing the Progression of Study to ensure continuity and that progress is made.
- Schemes of Work should be reviewed regularly in light of current practice and cross-curricular learning.
- The Assistant Head Teaching and Learning, alongside Subject Leaders, visit year groups and subject areas through 'Discovery.' This includes lesson drop-ins, a scrutiny of planning and books, discussions with children, and a finally a feedback meeting with the teachers involved. The aim is to celebrate what is going well and to identify areas for improvement. The process is carried out on a rotational basis across subjects and year groups.
- Books and planning are scrutinised regularly across year groups and curriculum areas to ensure a consistent approach.
- 'Exploration' provides opportunities for informal peer observations, either within the same year group, or subject area, or a completely different area. The aim is to observe good practice as part of ongoing professional development.

## **Reporting**

We consider reporting back to parents about their children's progress and achievement is essential to allow parents to know how their child is progressing and ensures that education remains a joint venture between home and school.

The information provided either in the written reports or during a Parent Consultation should always include positive comments about what the pupil has achieved but also provide an honest reflection of a child's learning and progress both in relation to the pupil's performance within their year group at our school and against nationally expected norms.

Each half term, all parents will receive some indication of how their child is progressing.

- In the Autumn and Spring terms, each year group has parental consultation meetings, allowing parents to meet and receive feedback from teachers.
- Every half term children are graded on their attitude across all subjects and at the end of term on attitude and achievement.

- A full written report, including grades, across all subjects will be sent out at the end of the academic year.

The class teacher's report should contain a general observation on the individual child. This will include comments on academic progress, attitude to work, behavioural or social issues and the extent to which the child is involved in extra-curricular activities in school.

It is essential that the grade matches the comment and is a true reflection of the pupil's progress. Reports should provide parents with an honest appraisal of their child's attitude and attainment over the report period and include comments on improvement or lack of progress in areas significantly mentioned in previous reports. The report should contain achievable targets.

Grades are allocated as follows:

### **Attitude**

<b>Grade</b>	<b>Descriptor</b>
A	Excellent
B	Good
C	Variable
D	Poor

### **Achievement**

<b>Grade</b>	<b>Descriptor</b>	<b>Expanded Meaning</b>
6	Excellent	Has produced outstanding work
5	Very good	Has an impressive grasp of the subject
4	Good	Has coped well in most respects
3	Competent	Has a sound grasp of the subject, with some minor difficulties
2	Some concerns	Has experienced some difficulties
1	Major concerns	Has serious difficulties with the subject

## Parents' Evenings

These are important meetings for parents to discuss their children's progress and ideas for future development.

- Teaching staff should provide parents with a realistic understanding of their child's ability and progress.
- If there are difficulties, these should be addressed when they become apparent.
- Teachers should make themselves available to talk to parents at other times as appropriate.
- Regular contact should be made with parents of children with significant difficulties, providing frank detail of difficulties, support given, future targets and any help that can be given by parents.

## **Homework Policy**

Regular homework is set throughout the school. Homework is designed to establish good study habits, reinforce work being done in class, and in some cases to prepare children for their next lesson. It provides the pupils the early experience of working to long and short-term deadlines.

The nature of homework will vary between year groups, classes and individuals, as well as topics of study. However, the School expects that reading should become a regular part of each child's life and in order that good reading habits are formed, this should happen daily. Each pupil will be given a Homework Diary at the beginning of the year and all homework should be written down. This also acts as a source of communication between Home and School.

## Alphas and Betas

- In Alphas and Betas, homework is set that consolidates the learning that has taken place during lessons
- In addition to 15 minutes of daily reading, pupils will be set one other daily task which should take approximately 30 minutes to complete
- Pupils may be set a weekly or extended piece of work which can be in any subject
- The class teachers should monitor the amount of homework that is issued
- On some occasions children may be asked to do some simple research to prepare them for the next lesson

## Prep 1 and 2

- Homework will be expected to take up to one hour (including 15 minutes of reading) to complete the tasks per a night

- Pupils may also be set a weekly or extended piece of work which can be in any subject
- The class teachers should monitor the amount of homework that is issued and the deadlines for these pieces of work
- At this stage, pupils should have developed good skills that will allow them to work independently
- In Prep 2 the pressure of external exams determines the homework at various points of the academic year

Homework is generally not set during holiday periods unless specific tasks have been identified for individual children or groups.

## **Classroom Management**

Classrooms are the responsibility of both the teachers and the pupils. Successful classroom organisation contributes to effective learning. It is generally agreed that:

- Children have their own desk space which they are encouraged to keep tidy;
- Pupils are encouraged to take ownership of their own classroom, alongside their teachers;
- Displays reflect, celebrate and support children's work;
- At least one display in each classroom is to be a learning wall to illustrate the learning journey through a unit of work.

## Resources

- Classrooms are equipped with books and resources appropriate for age range/subjects taught. Specialist resources will be stored in appropriate resource cupboards.
- These will be regularly audited by the subject coordinator, and consumables will be replenished when necessary. Subject Leaders will make resource requests in their annual budget bids.
- Pupils will be taught how to use equipment safely and with care and respect.
- Resources will reflect cultural diversity and have consideration of gender and equal opportunities issues.

## Spiritual Life

One of the greatest strengths of Bancroft's is that we are a diverse and multi-faith community in which all pupils have opportunities to develop their own spiritual life and learn about the beliefs and values of others. Our ethos is one of mutual respect, and acceptance of those of all traditions and backgrounds.

The provision of SMSC at Bancroft's is tailored to the family backgrounds, ages and abilities of our whole school community. We work to ensure that this provision, whether as part of collective worship in Chapel, assemblies, pastoral time or dedicated PSHE lessons, will be acceptable and beneficial to the whole school community.

The aims of this provision are:

- (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (iv) provide pupils with a broad general knowledge of public institutions and services in England;
- (v) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and
- (vi) encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

The aims of collective worship at Bancroft's are to provide the opportunity for pupils to:

1. Experience acts of worship that are inclusive and that reflect on diverse theistic ideas and the difficulties posed for religious belief in the modern world.
2. Reflect on ideas of morality that are in line with Christian values as well as those of other faith backgrounds and their own beliefs.
3. Develop a community spirit, a common ethos and shared values.
4. Consider spiritual and moral issues

## The PSHEE Programme and the Promotion of British Values

Participation in the PSHEE programme is part of the wider role of the Class Teacher. The development of pupils as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the whole educational experience at Bancroft's Prep School. The PSHEE programme is one way in which these objectives are met.

The curriculum draws on guidelines for PSHEE and Citizenship, with adaptations suitable for the specific challenges and atmosphere present in a preparatory school of our nature. Aspects of it, especially lower down the school are taught through circle time. It is vital that every class teacher embraces circle time as a valuable team building, discussion promoting and positive experience. The curriculum progresses through the years with specific topics, such as Mental Health, Online Safety and Sex and Relationships, revisited at a more advanced level as the age group increases. Each half term focuses on educating children about things that affect them directly and indirectly.

1. A programme for each year group is drawn up by the PSHEE Co-ordinator. The programme is monitored, reviewed and adapted on a regular basis to ensure that it meets any new challenges or difficulties that our pupils face and any significant developments or issues facing the modern world.
2. A variety of resources are available. An effort has been made to make these user friendly for class teachers and stimulating for pupils. Resources are regularly updated.
3. Topics include health education, anti-bullying, personal safety and well-being, financial awareness, sex and relationships, citizenship and celebrating diversity. The aim of the PSHEE programme in respect of citizenship is to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths. These are implicitly and explicitly highlighted in the PSHEE programme e.g. Britishness and the values associated with citizenship are covered across Years 3 - 6. These include democracy and how the law works in Britain. This helps pupils to distinguish between right and wrong and to respect the civil and criminal law of England. These topics serve to highlight the British commitment to justice, tolerance, and equality. Pupils are expected to gain a broad understanding of and respect for public institutions and services in England, such as the police, NHS and the welfare state throughout the course of their time at Bancroft's. This is also achieved through our Junior Citizenship trip in Year 6 as well as discussions during PSHEE lessons.

Staff challenge behaviour in school that is contrary to fundamental British values.

1. As a result of the PSHEE programme the school would expect that pupils will have:
  - a) An understanding of how citizens can influence decision making through the democratic process – this is also achieved through elections to our school council, whole school assemblies and phase assemblies at the time of a General Election.

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- b) An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- c) An understanding that the freedom to hold other faiths and beliefs is protected in law.
- d) An acceptance that people having different faiths or beliefs (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. Pupils are also encouraged to celebrate each other's faiths and understand different cultural traditions – this is done through assemblies, Chapel, Religious Studies and class discussions.
- e) This is also promoted through the chapel programme that the Chaplain has regard for.
- f) An understanding of the importance of identifying and combatting discrimination and encouraging respect for other people. This is also promoted through whole school assemblies and the chapel programme.

2. The scheme of work is flexible to meet the needs and interests of pupils and Class teachers. Some sessions may involve the whole year group. Class groups also meet separately and the Class Teacher can shape his/her own programme, although the key topics set for each half term are covered by all Class Teachers.

3. Pupils are encouraged to develop their self-knowledge, self-esteem and self-confidence which goes hand in hand with the school's stated aims of ensuring that pupils develop into self-assured, confident, happy, young adults.

Pupils are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated as well as to society more widely.

This is achieved by celebrating success through whole school and House assemblies.

4. All teachers are reminded that they must not in the day to day course of their teaching promote partisan political views. This means that when political issues are discussed or arise pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed. The school takes a common sense approach, for example achieving balance in the range of topics discussed over a period of time.

## **Music Lessons**

Bancroft's offers individual instrumental lessons. A rotating timetable, organised by the Director of Music, should ensure pupils do not repeatedly miss the same part of the same lesson in consecutive weeks

## **Equal Opportunities**

Our curriculum is planned and delivered to fully support the age, ability and aptitude of every child. We celebrate every child and enhance learning through equality of opportunity.