



# Bancroft's Preparatory School

## Our Curriculum Policy

September 2016

### SECTION 6

#### 6.1. Introduction & Overview

The curriculum at Bancroft's Prep School aims to fulfil the school's objective of providing a "broad, balanced and forward-looking curriculum relevant to the aspirations of the students and their parents together with a wide-ranging programme of opportunities both within and outside the school day". With regular and effective feedback, we aim to drive children's progress forward allowing each child to reach their potential.

1. In particular, the curriculum aims to ensure that:
2. Subject-matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
3. Where a pupil has a statement, the education at Bancroft's fulfils its requirements
4. Pupils acquire speaking, listening, literacy and numeracy skills

The personal, social and health education reflects the school's aims and ethos

The school provides a stimulating and relevant curriculum for students aged 7 -11. The curriculum broadly follows the National Curriculum but extends it to provide what we feel is appropriate breadth and challenge for our students. It should be noted that the students develop and benefit from being in Bancroft's as much from the co-curriculum as the academic curriculum: sports, activities, study trips, music, drama, chapel, assemblies, the house system, etc. are all an important part of what we offer. Between the curriculum and co-curriculum, the opportunities offered by the house system, chapel, assemblies as well as in collective worship focusing on religions other than the Christian faith, we believe we give students the opportunity to be educated in a wide ranging and holistic way.

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.

Preparing students for later life and the challenges and decisions they will need to make as adults is an important part of the education at the school. Personal, Social and Health education within the PSHE programme is one way in which these objectives are met. In addition to PSHE sessions there are other opportunities both on the curriculum and in co-curricular activities where this education can take place such as assemblies, chapel, trips and within many academic subjects.

Although there are no students with statements at Bancroft's there are a number who are recognised with having learning difficulties and who require some support. Students who the school recognises could usefully get supported are, even if there is not as yet an identified learning difficulty. All of these are looked after by the learning support department and Individual Plans are drawn up for students on the learning support register.

## **6.2 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.

## **6.3 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;
- Use of stimuli to engage and involve pupils;
- Shared aims, with the child, support staff and parents;
- Work differentiated according to pupils' needs;
- Clear, high expectations.

At Bancroft's 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.

#### **6.4 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.

<b>Prep School Subject Allocation 2016-17</b>				
<b>Subject</b>	<b>Alpha</b>	<b>Beta</b>	<b>Prep 1</b>	<b>Prep 2</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>11</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>2</b>	<b>2</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>

## 6.5 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.

## **6.6 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, Management Team and Governors with information that allows them to make judgements about the effectiveness of the school.

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. Assessment of learning also takes place through formal testing.

### **6.6.1. Assessment for Learning (Formative Assessment)**

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.

#### **6.6.2. 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 National Curriculum levels 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.

On entry into the Alpha year the children undertake age appropriate tests in English and Mathematics. These are then repeated at the end of the Alpha year and subsequent years. These tests give a National Age Standardised Score and a National Curriculum sub level.

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 Director of Studies 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.

## **6.7 Monitoring and Intervention**

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

Monitoring informs day-to-day planning for class groups, 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.

### **6.7.1 Monitoring of Pupils**

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.

Any concerns regarding a pupil by a subject teacher should be discussed with the form teacher. The form teacher should then refer the child to either the pastoral or academic team, who will decide whether or not to use the Intervention Programme for the pupil.

### **6.7.2 Learning Support**

Learning support is provided for those pupils who are achieving either significantly above or below the expected levels for pupils of their age. We are a selective school, and the majority of the pupils are working at levels well above the national norms.

This 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. A detailed outline of Learning Support can be found in our Learning Support Policy.

### **6.7.3 Monitoring of Teaching and Learning**

The Director of Studies is responsible for monitoring teaching, planning and marking across all subjects.

#### **Monitoring of Teaching and Learning**

- Weekly planning meetings take place across year groups, with Subject Leaders and Director of Studies attending when possible.
- In conjunction with Year Group Leaders, the Director of Studies is responsible for updating the Yearly Overviews.
- In conjunction with Subject Leaders, the Director of Studies 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 Director of Studies, 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.

## **6.8 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**

Grade	Descriptor
A	Excellent
B	Good
C	Variable
D	Poor

#### **Achievement**

Grade	Descriptor	Expanded Meaning
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 consistently experienced difficulties, giving rise to concern over progress
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.

## 6.9 Homework Policy

### Introduction

Regular homework is set throughout the school. Homework is designed to establish good study habits and reinforce work being done in class. 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 not set during holiday periods unless specific tasks have been identified for individual children, or in preparation for Prep 2 examinations.

## **6.10 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.

Class routines should encourage good work habits:

- The use of sharp pencils;
- Pens can be used when the teacher decides that the individual's writing is neat and mature enough;
- The use of rulers;
- All work dated;
- Resources correctly accessed, used and returned;
- Materials properly cleaned and restored after use.

## 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.

### 6.11 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:

- a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- b) enable pupils to distinguish right from wrong and to respect the civil and criminal law;
- c) 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;
- d) provide pupils with a broad general knowledge of public institutions and services in England;
- e) 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
- f) 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 is to provide the opportunity for pupils to:

- a) 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.
- b) Reflect on ideas of morality that are in line with Christian values as well as those of other faith backgrounds and their own beliefs.
- c) Develop a community spirit, a common ethos and shared values.
- d) Consider spiritual and moral issues

### **6.12 The PSHE Programme & the Promotion of British Values.**

Participation in the PSHE programme is part of the wider role of the Form 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. We are committed to achieving the outcomes of the Every Child Matters agenda. The PSHE programme is one way in which these objectives are met. Through the PSHE programme the School ensures all pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

1. A programme for each year group, is drawn up by the PSHE 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 Form Teachers and stimulating for pupils.
3. Topics include health education, anti-bullying, personal safety, study skills, the environment, rights and responsibilities, citizenship and celebrating diversity. The aim of the PSHE 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. Staff are encouraged to challenge behaviour in school that is contrary to fundamental British values.
4. As a result of the PSHE programme the school would expect that pupils will have:
  - a) An understanding of how citizens can influence decision making through the democratic process.
  - 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 there is a separation of power between executive and the judiciary and that some bodies are accountable through

Parliament, such as the military and police others, such as the judiciary, are independent.

- d) An understanding that the freedom to hold other faiths and beliefs is protected in law.
  - e) 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.
  - f) An understanding of the importance of identifying and combatting discrimination and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). This is also promoted through whole school assemblies and the chapel programme.
5. 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 others. This is achieved by celebrating success through whole school and Phase assemblies.
6. 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 contribution of PSHE to ISI guidelines on SMSC development is covered in more detail in a separate SMSC document.

### **6.13 Music Lessons**

Individual instrumental lessons are offered by the School. Pupils involved should request permission to leave class lessons. It is helpful if class teachers put up a list of names and times on the white board at the beginning of the School day that are clearly visible and act as a reminder to all.

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.

Any problems should be referred directly to the Director of Music.

### **6.14 Equal Opportunities**

The School 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. For further details, please see the Equal Opportunities Policy (5vii).