



Northbourne Park School

Curriculum Policy

Our educational aims.

Northbourne Park School believes that the academic curriculum does not begin or end in the classroom, but embraces a wide range of extra activities including sport, Music and Drama. It is our aim to blur the boundaries between 'academic pursuits' and other educational experiences on offer in the school and to make the educational journey of each child a fun and stimulating journey of discovery. It is our aim to harness the natural curiosity of children of this age and to prepare them, in the truest sense both for their senior schools and for a future life of learning. We believe in high academic standards, and believe that attainment as well as effort should be celebrated and rewarded within the school community.

The Ability Range

We have a wide range of abilities amongst our pupils and differentiate effectively to every individual pupil. Small classes, a wide range of classroom activities in each lesson and a strong pastoral underpinning of the school through the Form Tutor system ensure that we can get the best out of every child and provide each child with a stimulating and challenging educational journey.

This policy is supported by appropriate plans and schemes of work, which provide for

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of pupils, including, where applicable, those pupils with a statement;
- pupils to acquire skills in speaking and listening, literacy and numeracy;
- where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- where a pupil has a statement, education which fulfils its requirements;
- personal, social and health education which reflects the school's aims and ethos;
- appropriate guidance for pupils moving through to secondary education;
- all pupils to have the opportunity to learn and make progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Staffing

Northbourne Park School provides full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The teaching staff ensures that the subject matter is appropriate for the ages and aptitudes of all pupils, including those pupils with a statement and those with English as a second language.

To enable us to deliver the highest quality of educational provision, we recruit staff that will inspire young children in the classroom, who enjoy leading them on and developing their academic and extra-curricular interests. Our staff, whether teaching or non-teaching, finds out talents in young children and develops confidence in the young.

Sowing the Seeds Early.

We believe that alongside the Early Years Foundation Stage and KS1, that we can sow the seeds of interest early on through the delivery of specialist teaching in Music, Sport and in language acquisition. To this end, all of our Pre-Prep children enjoy dedicated specialist teaching in these three areas alongside the rest of their curriculum.

Lesson Timings

Lessons are 35 minutes in single or double periods.

Admissions Policy

Children are admitted to Northbourne Park at all ages, but the principal points of entry are at 3+ into the Nursery and into the French Classes at 11+

Children entering the Nursery will probably have spent a little time in the Mother and Toddler group on Friday afternoons prior to the term of entry, and some observation will have been carried out. No other assessment is carried out at that point.

Children entering the School further up will be subject to a 'trial' day, during which they will do some Maths and English, and follow the class group around. Informal observations will take place throughout the day and these will be reported back to the Headmaster. An interview with the Headmaster and child's current School report will also be considered in the selection process. Children who have special needs will be formally assessed by the Head of Learning Support to ensure that the School can offer the appropriate curriculum to meet the child's needs.

Children applying for Scholarships will be rigorously tested in their special field, either academic, Music, Art or Sport, and offers made on the basis of expertise. All such candidates will need to meet the academic criteria, i.e. to be of average ability or above so that the curriculum is appropriate for them.

Offers of places will be made and the parents will then register the child, paying a registration fee and both parents signing the forms, unless one party is solely responsible for the fees.

Academic Expectations

All pupils are expected to work to the very best of their ability, and this will often require considerable self-discipline. There are several aspects involved here. They must complete preps and other written work on time, neatly and thoroughly, and are expected to concentrate in class and not distract others by poor behaviour, talking or deliberately irrelevant questions or comments. They must arrive at lessons on time,

bring all the necessary books and other equipment such as pens, paper, a calculator for some subjects, a dictionary for others and so on, and to begin work promptly. Written work must be neat, with proper headings, underlinings, perhaps with spaces between paragraphs to make it more readable and in accordance with the *NPS Marking and Correcting Policy (Published on the Intranet)*.

Lessons

The following should be adopted as minimum standards in the general running of classes:

Pupils are to wait quietly outside a classroom until the teacher arrives. They are not to enter classrooms until the subject teacher is present.

- A register is to be taken and standards of dress checked before the class begins,
- Teachers are to check that pupils have their Student Planners,
- A feature of the lesson should be the encouragement of civilized contribution (raising hands, rather than shouting out),
- Work is to be set out in the same fashion: title, date, name, (essentially as encouragement to take pride in the preparation and presentation of work),
- All pupils should use a blue or black pen, or pencil if directed
- Prep must be set within the lesson (not after the lesson's end),
- Teachers are to check that all pupils have prep recorded in the diaries,
- The class must not run over time,
- The class should be dismissed in an orderly fashion.

Infringements must be dealt with by the classroom teacher him or herself, unless the problem is persistent or serious, in which case the Headmaster should be consulted. It is also important that all staff are involved, as we move around School, in implementing these standards (dress, waiting outside classrooms, etc).

Attendance

All staff are asked to check attendance at the beginning of every lesson and to keep a record in their mark-book. Pupils who appear late at the beginning of a session (i.e. after morning break, lunch or afternoon break) should be placed in detention after a first warning.

Pupils may also be absent for an instrumental music lessons or Learning support lessons. Teachers must take responsibility for the good order of their classes and in most cases should punish malefactors themselves. Suitable punishments may be chores within the classroom, or elsewhere in the School. When poor behaviour is repeated, teachers should consult the Senior Master for guidance. On occasion it may prove appropriate to place the pupil in a detention. A pupil who is ejected from a class for persistent poor behaviour, or one serious misdemeanour, should be placed in detention and reported to the Form Tutor using the Notifiable Incidents Form.

Prep

In all academic subjects the staff must set regular prep work, and there is a day-by-day timetable showing when each subject's work is set and done. It is very important that pupils plan their work many days ahead, so they do not get behind doing their work WHEN IT IS SET and not just before it is due in. Teachers and Form Tutors should offer advice to their classes on how to organise their weekly work, and perhaps in the early stages of a course, set work to deadlines of a few days, rather than a week or more, and encourage pupils to plan their time effectively. Tutors should also play an active role in helping pupils to organise their work.

Prep is set each day and there are supervised sessions between 5 and 6pm for all children who wish to participate. It is compulsory for boarders and optional for day children. The prep timetable and length of prep time is available from the Timetabler, who compiles the timetable following consultation with staff. Prep is done in silence in different rooms in the School, and is generally taken by the subject teachers. Children who stay for prep do so on condition that they behave appropriately. Parents must notify the School if their children are staying for prep. Children staying for Prep on Wednesday will work between 4pm and 5pm. There is no prep on Saturdays or on the Friday of an exeat weekend.

Pupil Planning

Some pupils are better organised than others. Keeping up with work obligations requires planning ahead. Form Tutors and Subject teachers alike should help pupils to allocate the right amount of time to each piece of work, and not get behind. There are many competing demands on time in a School like this, sport, friends, societies, music or drama rehearsals, and all must be balanced. In the end, you need good marks in order to progress, and academic work must come first, but not to the exclusion of everything else, just properly balanced.

Experience has shown that those who are involved in lots of different activities quite often do well academically *because* they have to organise their time carefully in order to do everything they want. This does not mean that by doing lots of things they will gain good grades, but it does mean that if they plan their time properly, and put academic work first, there will still be plenty of time for the extras."

Academic Discipline

Late or poor work

Late prep is not to be accepted unless a good reason has been provided beforehand from the Form Tutor. A late prep should score zero, and attract an "Academic Problem Note", and the Form Tutor notified, who should ensure that the pupil hands in the late work to the Subject Teacher concerned within 24hrs. Academic Problem Notes are also issued by the subject teachers for work which is to a culpably poor standard. If a pupil receives two APNs papers, they should be placed in a weekday detention and the Form Tutor / Subject Teacher informed.

The Form Tutor is responsible for ensuring that late, missed or poor work is redone by the pupil within 24hrs of the receipt of the Academic Problem Note.

The work should be signed by the Form Tutor who will then pass the work on to the subject teacher.

If a pupil fails to complete the Prep, they should be placed in detention until the work is completed. It is the teacher's responsibility to punish the pupil for failing to complete the work.

If however a pattern of failure develops, where a pupil is not completing work in one subject, or across a number of subjects, then the Form Tutor should take up the issue and seek to correct the pupil's working habits. At this point the issues should be communicated to the Headmaster.

Academic Report Card (*Available on the intranet*)

An Academic Report Card, signed by the Subject Teacher with an effort and attainment grade and a comment where necessary, checked by the Form Tutor each day is a possible method of tackling the problem.

* Teachers judging prep to be below the standard that can reasonably be expected of a particular pupil (though not enough to warrant an Academic Problem Note), should deal with the pupil themselves.

* Where a second piece of work is then judged by the teacher to be below an acceptable standard, the teacher should send an "Academic Problem Note" to the Form Tutor. If the Form Tutor believes it appropriate (perhaps because there are problems of low achievement in other subjects too), the pupil may be issued with an Academic Report Card.

Detentions

Detentions are given for pupils who fail to get to classes promptly at the beginning of a teaching session, for *persistent poor* behaviour in class and should be used only after other sanctions by a teacher have failed.

The Notifiable Incidents Form should be used when a pupil

- culpably misses a lesson in any subject,
- is repeatedly ejected from class
- is guilty of serious classroom indiscipline or
- repeatedly fails to complete an "Academic Problem Note" on time or to a sufficient standard.

To place pupils in any detention, their names are passed to the Senior Master. A list of those in Detention is posted on the Staff Room notice board. If a pupil misses a detention without a legitimate excuse he/she will automatically be placed on a five day gating by the Headmaster.

Work Report

A pupil under-performing in a range of subjects may be placed on Work Report by the Form Tutor. This requires the pupil to present a report card to the class teacher at each lesson. Teachers are expected to complete the comment on the report card and to initial what is written.

Lateness Action Plan

A pupil who is persistently late to class may be placed on a Lateness Action Plan. This involves the pupil being regularly checked for the basic requirements of efficiency in a busy School: a watch, a Planner, a copy, a School bag etc. Members of staff sign a pupil's Action Plan in much the same way as they sign the card of someone on Work Report.

Gating

Occasionally a pupil's performance or behaviour may be so poor that the Form Tutor / Headmaster decides that their general freedom within School needs to be limited. The Gating Card will be issued by the Headmaster. When gated a pupil is required to present a card for signing to a member of staff at specified times between 8.30am and 10pm Mondays to (working) Saturdays. Other restrictions also apply and are described on the Gating Card. It is important that members of staff sign the card with their usual monogram so that it can be checked by the Form Tutor or Headmaster. If a pupil presents a card late, it should not be signed but endorsed "LATE". Cards should be presented **at the given times** in lessons, not merely at the start or end.

Suspension

Very occasionally a pupil will be suspended for persistent academic indiscipline. Following a 48 hour suspension the Headmaster will explain to the parents and the pupil that there needs to be a significant change in heart in the pupil's approach to work. The pupil will then return to School on the understanding that continuing academic failing will result in a further interview with the Headmaster, which could result in the pupil forfeiting their place in the School.

ACADEMIC ROUTINES

Curriculum.

We aim to keep the curriculum as broad as possible throughout the year groups, exploring cross-curricular strands where possible and inspiring our children to approach their academic work creatively. We teach the following year the following subjects:

Year 3&4.

English & Drama, Maths, Science, French, Spanish, Geography, History, ICT, Art, Music, RS, PE, Games, Clubs and PSE.

Years 5 to 7

English & Drama, Maths, Science, French, Geography, History, ICT, Art, Music, RS, PE, Games, Clubs and PSE plus one dedicated lesson of Drama and one lesson of Latin.

Year 8

English & Drama, Maths, Science, French, Spanish, Geography, History, Art, Music, RS, PE, Games, Clubs and PSE plus one dedicated lesson of Drama.

6eme and 5eme

English (ESOL), Maths, Science, French, Spanish, Latin, Geography, History, Art, Music, PE, Games and Clubs.

House Points (Academic)

The purpose of the School's use of House Points is twofold:

- to celebrate academic endeavour and achievement
- to encourage and motivate

All children in the Prep School children are put into Houses, Drake, Marlborough, Nelson or Wellington, and they earn house points which are published on a notice board inside the main entrance hall. Members of staff put up the points regularly and initial them clearly, as the children regularly look at the boards, to see who has given what and to whom. The totals are calculated weekly, the results read out in assembly, the winning house will get a treat at the end of term, and the winning house for the year earns the House Trophy on Speech Day.

House Points (Work)

House Points are the most versatile and immediate of all our awards. All teachers should aim to award one or two House Points for good effort or attainment for ever every major piece of work covered. Points for Good Work may be awarded for academic effort or achievement, which should be judged in the context of the academic standard of the class and of the individual pupil; it will not always be that the highest-scoring prep gains a House Point. When a House Point is awarded, it should be noted on the work itself and the pupil should ask the teacher to initial the points on that day's page in the pupil's Prep Diary, so that s/he can show it to his / her Form Tutor to initial. It is good practice for the Subject Teacher inform the Form Tutor at this point. Work which attracts House Points should be celebrated both in the classroom and in the Form Tutor group and can contribute towards the award of academic prizes. House Points may be awarded to pupils in any year group within the School.

Minus points are also added up and a child who regularly loses house points will have to give an account of him/herself at the half termly House Meetings. Three or more house points lost in one week will mean lunchtime detention for a week, which is supervised by staff.

Academic Commendations (3 HOUSE POINTS)

This award should be treated as a 'Super House Point' and should be used for academic achievement, academic effort or behaviour that is outstanding for that child. One Academic Commendation counts as three House Points. It is awarded by the Subject Teacher. The Subject Teacher writes 'Commendation' on the work and signs it, inviting the pupil to take it to the Headmaster. The Headmaster will then discuss the work with the pupil, celebrate the achievement and present the pupil with a Commendation certificate. He will then write up three House Points on the weekly House Points list by the office. The pupil's name will be entered into the next newsletter with a brief description of his/her work.

Three Academic Commendations result in the pupil being offered a reward for consistently excellent attainment and/or effort.

To be launched in 2010/11

Student of the Fortnight

This is an opportunity for subject teachers and Heads of Department to celebrate the good work being done in their subject area. The award should be used to motivate and encourage outstanding effort as well as outstanding achievement. It is recommended that departments nominate two pupils per year group, one for outstanding achievement and one for outstanding effort but individual departments are free to develop their own policy on this. Any pupil receiving "Student of the Fortnight" nominations in three or more subjects will receive a commendation; any pupil nominated in any one subject on three occasions in a term will also receive a book token as well as being lauded in a Headmaster's assembly.

Review Tests

After any Block Test, any pupil achieving excellence can receive a Commendation from the Headmaster. Names should be passed on to the Headmaster by the Subject Teachers or the Form Tutors.

Academic Prizes

These prizes are awarded at the end of the academic year. Pupils are nominated in individual subjects on the basis of outstanding academic *achievement* during the year for each year group.

English as a Foreign / Additional Language

When they join Northbourne Park, pupils who speak English as a *additional* language are given a written test to evaluate their competence. If the test results suggest that there are areas of significant weakness, likely to inhibit a pupil's progress in at GCSE, the School will usually recommend that the pupil receives lessons in English as an Additional Language, usually in place of a Modern Foreign Language. Occasionally it is apparent that additional tuition, on an individual basis, is needed to support what is on offer within the mainstream curriculum. In such circumstances, the EAL Department will recommend a series of additional lessons to the Deputy Headmaster, who will seek the consent of the pupil's parents. Such additional lessons involve additional costs.

Unexpectedly weak pupils

Occasionally, pupils are admitted to Northbourne Park with unexpectedly poor language skills and the extent of their problems may not become apparent until they have been here for a few weeks. Teachers who suspect that one of their pupils does not have the language skills necessary to cope with the Northbourne Park curriculum should contact the Headmaster to discuss the matter further.

Learning Support LS)

Please see the separate policies on Learning Support and Special Educational Needs.

The School Day

Pre-Prep children are supervised by staff from 8.15am until 6pm each weekday.

Day Prep School pupils are supervised by staff between 8am until 6pm.

The School day for Pre-Prep lasts from 8.50am until 4pm. (3.45pm on Wednesdays.)

The School day for the Prep School starts at 8.20am and finishes at 4.50 pm.

Please refer to the *NPS Day Schedule* document for further information.

School organisation

The School has three main sections, The Pre-Prep, Prep School and French Classes.

The Old Rectory (Pre-Prep)

The Old Rectory consists of four classes, Nursery and Reception (Early Years Foundation Stage) and Years 1 and 2 (National Curriculum Key Stage 1) These are housed in the Old Rectory, a few minutes' walk from the Prep School. Pre-Prep class based and class taught with specialist teaching in Music, Sport and French.

The Prep School hosts Years 3-8, 6eme and 5eme. These are housed in the main house and in the classrooms in the grounds.

Years 3 – 6 (National Curriculum Key Stage 2)

Years 3 and 4 are largely class based and mainly taught by the Form Tutors.

Years 5 – 8 are entirely specialist taught and move around to the various specialist rooms.

Years 7 and 8 (Common Entrance Forms)

French Classes

The Sixième and Cinquième are taught by French staff in Maths, French, Histoire / Geo, following the French National Curriculum in these subjects, all other studies being taught in English. The French children have to pass exams to qualify to go to the classe supérieure when they return home. These are set and moderated through the CNED approved by the Lycée Français.

Curriculum Planning and Timetable

This is the responsibility of the Director of Studies in conjunction with the Head of the Pre-Prep. These two have the job of discussing policies and all curriculum matters with all staff in and Prep School, and putting together the timetable according to the curriculum needs. The School is broadly based on the National Curriculum, so that the Foundation Stage curriculum is based on the desirable outcomes, the Key Stages 1 and 2 are followed and some children take the Kent test at 11+ to Grammar Schools, the others taking Common Entrance to Senior Schools at 13+.

Examinations / Tests

Informal assessments are carried out every half term, but formal tests and exams take place in January (Common Entrance Mocks) and June Common Entrance and End of year examinations. We no longer prepare pupils in Year 6 for Key Stage 2 SATS in May, although our Year 3, 4 and 5 pupils will sit the National Curriculum Optional tests for benchmarking purposes. We benchmark the child's progress through regular CAT Tests (Verbal Reasoning, Quantitative and Non-Verbal Reasoning), NFER Maths Tests and Reading Age tests. We aim to introduce PIPS / INCAS from September 2010 after ratification with the SMT. Some children in Year 6 will sit the Kent Tests for Grammar selection in January. Children in Year 8 take Common Entrance to senior Schools in June.

Parents' Evenings

Parents' Evenings take place at regular intervals (see policy on Assessment, Reporting and Recording). Staff who teach a particular year group will hold a Conseil de Classe before a parents' evening to discuss the individual children and to air concerns and compare notes so that a united front can be presented. ALL relevant staff must attend these evenings which take place between 7pm and 9pm using a very strict appointment system.

Presentation and Marking

Details of the presentation and marking policy are found in the Policy documentation posted on the Intranet.

Teaching Timetable

This is written by the School Timetabler, and is usually available at the end of the summer term. It can be viewed on line. All staff have access to this timetable, and can obtain up-to-date set lists from it for any lesson. Form Tutors are responsible for transmitting the timetable to pupils at the beginning of the term, and for making sure that the Timetabler is kept apprised of any changes, so that the timetable database is constantly up-dated.

Academic Problem Note

This is the term for the Academic Problem Note for Form Tutors, pads of which are available from the Staff Room, and which are available in each classroom. This is used to give information to Form Tutors about academic problems with a pupil, and where necessary, to elicit a response from the Form Tutor. They are a tool whereby subject teachers can raise issues early with colleagues and parents in support of the pupil's academic progress.

The Library

All pupils and staff are members of the Library and this area is managed by Mary Williamson and the Library Prefects. Class teachers in Year 3 and 4 induct the pupils into a responsible use of the library. Classes may use the Library during lunchtimes as a quiet place to work when taken there by a Form Tutor or Subject Teacher. The Library contains books, which can be signed out. A number of books are confined to the Library, while others may be taken away on loan. Staff may bring classes to the Library for lessons, to encourage research and so on, but should book their slot in advance, referring to the timetable.

The Library is suitable for small meetings of staff committees, social functions such as dinners or drinks parties, or by outside groups on occasion. There are no facilities for refreshments, and functions requiring any will need to be discussed with the caterers well in advance. A comfortable maximum attendance would be around 30 seated or up to 40 standing. Tables and chairs are available, but not automatically provided, and will need to be arranged through the Maintenance Department.

Bookings of the library for these functions should be made with Jackie. The person booking the function is responsible for ensuring that the space is properly respected, meticulously cleared of rubbish, tidied and locked after use.

Private Tuition.

Full time teaching staff may not give pupils paid private tuition without the express permission of the Headmaster. No paid Private Tuition should be started or stopped unless it has been arranged through the Headmaster and with the parents' prior written permission.

Pupils may study one or more instruments through specialised private tuition. A pupil who studies an instrument will be expected to attend lessons weekly, and to practice regularly outside School time. Instrumental lessons occur throughout the day, and pupils should be courteous to the teacher whose lesson or activity s/he will miss by letting them know in advance.

EWB / AT