



Northbourne Park School (including EYFS)

Curriculum Policy

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Owned by: Director of studies
Reviewers: SMT
Approved by: Board of Governors

School Aims:

Our Vision: To inspire in every child the confidence to succeed

Our Mission: At Northbourne Park we create a magical childhood by:

- Developing ambitious, creative and free-thinking learners – one size does not fit all.
- Building leadership and independence within a diverse and internationally minded community – our pupils are celebrated for their global outlook and strong language learning skills.
- Trusting pupils to fully explore our enchanting setting and to measure risk – yes, they can climb the trees!
- Cultivating a nurturing environment with children's wellbeing at its core – we let children be children.
- Enthusiasing children in everything they do – happy children thrive!
- Building lifelong friendships that stand the test of time.

Our Values: Respect Tolerance Kindness Loyalty Love Courage

Curriculum Aims

Our curriculum is all of the planned activities we provide for children to enhance their learning and personal development. The aim at Northbourne Park School is to provide a robust, broad and exciting curriculum that takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan, to develop a wide range of skills and abilities. Good teaching and varied learning experiences mean that individuals can make good progress according to their abilities.

Learning is not exclusively classroom-based but maximises the potential of our environment. The school provides full-time supervised education for pupils of compulsory school age and our curriculum promotes the children's linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum promotes the fundamental British values of mutual respect, individual liberty, democracy, the rule of law and tolerance of those with different faiths and beliefs.

The staff at Northbourne Park School believe that children thrive in a safe, secure learning environment where they are happy, and are challenged and supported in their learning.

We aim to ensure that all pupils acquire the necessary speaking, listening, literacy and numeracy skills appropriate for their age and aptitude.

We aim to equip all pupils with the knowledge, skills and understanding to enable them to fulfil their academic potential and prepare them for the experiences, opportunities and responsibilities of senior school life.

School organisation

The School has three main sections, The Pre-Prep, Prep School and the Section Français Bilingue.

The Pre-Prep (Old Rectory)

The Pre-Prep consists of four classes, Nursery and Reception (Early Years Foundation Stage) and Years 1 and 2 (National Curriculum Key Stage 1) housed in the Old Rectory. Pre-prep children benefit from specialist teaching in Music, Sport and French. Please refer to the school's separate EYFS Policy for the curriculum arrangements for Early Years.

The Prep School

The Prep School consists of Years 3-8 and the Section Français Bilingue (6è, 5è and 4è).

Years 3 and 4 are largely class-based, mainly taught by the Form Tutors in addition to specialist teaching in Art, Music, French, DT and Outdoor Education.

Years 5 – 8 are taught entirely by specialist teachers and move around the school for all lessons.

The Section Français Bilingue classes (6è, 5è and 4è)

Our Bilingual programme for French-speaking pupils is unique in the UK. It combines the best of both French and British educational systems and was established in 1991. Pupils benefit from the written rigour and exigence of the French academic programme in core subjects such as French, mathematics and history/geography and EMC, alongside learning in English in other subjects. Pupils are taught by French staff in Maths, French, Science and Humanities, following the French National Curriculum. In addition, they benefit from specialist teaching in all other studies, in English. The children also follow the UK PSHE curriculum.

The school currently offers four levels combined in three classes:

Sixième class (Y7 equivalent) combined with CM2 (Y6 equivalent)

Cinquième class (Y8 equivalent)

Quatrième class (Y9 equivalent)

Children in the French classes are taught specific skills and concepts in French and English. Pupils have to pass exams to qualify to go to the classe supérieure when they return home. These exams are set and moderated through the CNED approved by the Lycée Français de Londres.

Northbourne Park School is an accredited Cambridge exam centre, and the teaching of English follows the Cambridge Certificate ESOL scheme at three levels:

KET level for beginners, mainly CM2, sixième class

PET level with Intermediates, mainly Cinquième class but sometimes sixième too.

FCE (First Certificate in English level) mainly pupils with bilingual background and/or for those studying at school for the second year with good linguistic abilities.

Please refer to the school's separate EAL policy.

Integrated Learning and Cross-System Learning

Whilst the English and French educational systems work alongside one another, they also combine for some subjects: Children in 6è join Year 7 pupils for Spanish, Games, Music, PE, Art, DT, PSHE and Saturday school; children in the 5è classes join 4è for Art, Music, Games and Saturday school, thus providing valuable opportunities for enhancing skills in English and contributing to a cohesive senior cohort. A Team-Building day is held at the start of year for all seniors.

Additionally, special arrangements are occasionally made for individual pupils to operate in both systems, namely our bespoke 'Advanced Programme'. This is at the discretion of the Headteacher.

Lesson Timings

There are 6 periods a day (Monday - Friday) of 50 minutes in the morning, and 70 minutes in the afternoon. School is also in session on alternate Saturday mornings where there are 2 sessions (1 hr 40 mins) of Outdoor Education, STEM (and IPQ for Years 7 & 8), followed by Games & matches in the afternoon.

Curriculum Plan

*(Please see **Curriculum Plan** document which accompanies this policy)*

We aim to keep the curriculum as broad as possible throughout the year groups, exploring cross-curricular links where possible and inspiring children to approach their learning creatively.

The school places a high value on all aspects of Outdoor Learning.

Our curriculum is based broadly on the National Curriculum for England, or the ISEB Common Entrance Syllabus, or follows the French National Curriculum.

In the Pre-prep, which educates children below the compulsory school age, the school provides a programme of activities which is appropriate to the educational needs of those pupils in relation to personal, social, emotional and physical development and communication and language skills with reference to the EYFS seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Schemes of Work and Planning

The curriculum is supported by overarching topics set out in our 'Main Themes' document, as well as detailed schemes of work, per subject and year group. Schemes of work outline the main areas of learning and specific learning outcomes, alongside the topics of study and resources used. Teachers use formative and summative assessment to inform planning and differentiation on an ongoing basis throughout the year.

PSHE, Careers and Online Safety

Through assemblies, lessons and form time, we provide personal, social and health education which reflects the school's aims and ethos. Our PSHE programme encourages respect for other people, paying particular

regard to the protected characteristics set out in the Equality Act (2020). Northbourne Park provides Careers education throughout the curriculum: please refer to the Careers Guidance Policy.

Children are taught how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they may read or see on the internet. Please refer to the school's PSHE, Acceptable Use and Safeguarding policies.

Co-curricular learning

In addition to the above, children may also pursue learning a musical instrument, have LAMDA (individual drama) lessons and study for external exams and scholarships.

A range of after-school activities is also available each term (please see Extra Curricular Activities Policy) and extra-curricular music is an important part of school life. All children also have the opportunity to take part in a number of school productions, concerts and informal performances each year.

Prep

Prep is set each week for academic subjects and supervised sessions are provided at school from 4.30-5.30pm (3.30-4.30pm on Wednesdays) for all children who wish to participate. Additional evening and weekend study sessions are provided for Boarders.

Rewards

Children's efforts and successes, both in and out of school, are recognised, celebrated and rewarded within the school community as frequently as possible. The House points system, Commendation certificates and other incentives contribute to this. Please refer to the school's Behaviour Policy.

Teaching

The school encourages and expects high standards of teaching and educational practice, in line with the Teachers' Standards published by the DfE. Teaching at Northbourne Park aspires to provide varied, creative and stimulating learning opportunities, as well as rigour and challenge.

Teachers encourage pupils to perform at their best and to embrace the wealth of learning opportunities provided. Children learn to be more independent as they move through the school and take more responsibility for their learning.

Staff CPD days are held regularly and, together with opportunities to attend courses, contribute to staff ongoing professional development. All teaching staff also have access to the courses offered by TES Develop.

Northbourne Park School considers good teaching practice to include:

- Properly prepared and structured lessons. Making use of ISEB CE and Scholarship documents as well as National Curriculum programmes of study and the wealth of resources and lesson plans available, each department has schemes of work. The schemes are working documents and provide an overview of what each class group will cover in its lessons. How the material is taught, differentiated etc. is the individual teacher's responsibility.
- Awareness of pupils' learning needs and support profiles and effective liaison with the Learning Support department.
- Effective differentiation to cater for all pupils since all classes are mixed-ability.
- Pace and variety in teaching techniques and learning activities to inspire and interest pupils.

- A strong pupil-teacher relationship with plenty of opportunity for contact and conference in all aspects of school life.

Assessing learning and pupil progress

Regular informal assessments of learning enable all pupils to reflect on their progress in each subject and, together with their Form tutor, set targets for the next half term/term.

Senior pupils are encouraged to initiate discussions with members of staff to help them focus on areas for development.

Informal assessments are carried out every half term, but formal tests and exams take place after February half-term for Year 8 (Common Entrance Mocks) and in June for the whole school (Common Entrance and End of Year exams). The Section Française Bilingue has a separate testing/exam schedule based upon the CNED assessment cycle.

Pupils from Year 3 to Year 8 sit CPI or MIDYIS tests annually and the information is used to track each pupil's progress. Termly Maths Tests and Reading and Spelling Age tests provide additional data.

Children in Years 5 – 8 may take the ISEB Common Pre-test, CAT tests or other external examinations for consideration for entry to senior schools.

A number of children in Year 6 sit the Kent Test for Grammar School selection each September.

Please also refer to the school's Assessment Policy.

Feedback & Marking

(Please see the school's Marking Policy)

Children are accustomed to sharing their work, with the class and with their peers, and receiving and offering constructive and thoughtful feedback.

Curriculum Review

The curriculum is reviewed annually and a new timetable devised. The school maintains an ongoing School Development Plan, which focuses upon curriculum review and development amongst other areas of school life.

Learning Support & English as an Additional Language

Please see the SEND Policy and EAL Policy.