



## Northbourne Park School

### CURRICULUM POLICY

Author	Date	To be Reviewed	Agreed by
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#### 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 enables 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 achieve the best possible results of which they are capable. Learning is not exclusively classroom-based but maximizes the potential of our environment. The curriculum promotes the children's linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It supports the 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 believes that children thrive in a safe, secure learning environment where they are happy, and 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.

**The Prep School** consists of Years 3-8 and the Section Français Bilingue (6ème & 5ème).

**Years 3 and 4** are largely class-based, mainly taught by the Form Tutors in addition to specialist teaching in: Art, Music, French, Science, 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 and 5è)** are taught by French staff in Maths, French and Humanities, following the French National Curriculum. In addition, they benefit from specialist teaching in all other studies, 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.

### **Lesson Timings**

There are 10 periods a day (Monday, Tuesday, Thursday & Friday) organised into single lessons of 35 minutes and doubles of 1hr 10 minutes.

On Wednesdays there are 6 morning periods followed by Games and Matches in the afternoon.

School is also in session on alternate Saturday mornings where there are 2 sessions (1hr 50 and 1 hr 20,) of Outdoor Education and STEM, followed by Games & matches in the afternoon.

### **Curriculum Plan**

*(Please see **Curriculum Plan** document to accompany 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. *(Please see separate policy for the Section Français Bilingue)*

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

### **Safe Learning**

Through assemblies, lessons and form time, we also provide personal, social and health education. 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 read or see on the internet.

### **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 the 6è and 5è classes join Years 7 & 8 for Art, Music, Games and PE thus providing

valuable opportunities for enhancing skills in English and contributing to a cohesive senior cohort. Additionally, special arrangements are occasionally made for individual pupils to operate in both systems. This is at the discretion of the Head.

### **Additional Learning**

In addition to the above, children may also pursue learning a musical instrument, have LAMDA lessons, learn Latin and study for external exams and scholarship.

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 (3.30-4.30 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, Star of the Week, Commendation certificates and other incentives contribute to this.

### **Teaching**

The school encourages and expects high standards of teaching and educational practice. The three main qualities required of teaching staff are excellent subject knowledge, effective classroom management and the ability to inspire. The learning activities teachers provide are varied, creative and stimulating, as well as rigorous and challenging.

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 INSET days are held regularly and, together with opportunities to attend courses, contribute to staff ongoing professional development.

### **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 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.

### **Reviewing Learning**

Regular informal assessments (Reviews) 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.

### **Examinations / Tests**

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.

We benchmark children's progress through regular CAT Tests (Verbal Reasoning, Quantitative and Non-Verbal Reasoning), Maths Tests and Reading Age tests. Pupils from Year 3 to Year 8 sit INCAS or MIDYIS tests annually and the information is used to track each pupil's progress.

Some children in Years 5 – 8 may take the ISEB Common Pre-test at any point.

Some children in Year 6 sit the Kent Test for Grammar School selection each September.

Children in Year 8 may also sit external exams for entry to their senior school of choice.

### **Feedback & Marking**

(Please see 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.

Each department provides a Development Plan annually

### **Learning Support & English as an Additional Language**

Please see the SEND Policy.