



# GRITTLETON HOUSE SCHOOL

FOUNDED 1951

## TEACHING AND LEARNING: CURRICULUM POLICY

### Legal Status:

- This is a Statutory Policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations 2013

### Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

### Appendices and Related Documents include:

- Differentiation Policy
- Assessment and Reporting for Learning Policy
- Special Educational Needs Policy
- Subject and Aspect Policies including, where relevant, Schemes of Work (Programmes of study)
- Homework Policy
- Special Educational Needs and Disability Policy (SEND)
- Gifted and Talented Policy
- Educational Visits and Off-site Activities Policy

### Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website [www.grittletonhouseschool.org](http://www.grittletonhouseschool.org), and on request, a copy may be obtained from the Office.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Headmaster and Junior school co-ordinator are responsible for the day to day organisation of the curriculum, monitors the weekly lesson plans for all teachers, ensures that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives.
- Subject Co-ordinators observe the way their subject is taught throughout the school. They review long-term and medium-term planning, and ensure that appropriate teaching strategies are used.
- It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Grittleton House.
- The Headmaster undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: January 2016

**Nathan Dawes**  
Headmaster

**Julian Shipp**  
Proprietor (Principal)

## Policy Statement

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. Grittleton House is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative and physical potential. There is an Early Years Foundation Stage (EYFS), Junior Department (Key Stages 1 and 2) and senior department (Key Stages 3 and 4). The school's inclusive approach offers the same opportunities in learning to boys and girls. Grittleton House will enable pupils at a formative stage in their lives to experience the joy and excitement of learning in a school which celebrates individual strengths and talents and allows pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.

The curriculum seeks to promote the reputation of Grittleton House as a school which prepares pupils for further education, university and life-long learning. Its curriculum prepares pupils to contribute confidently to pluralistic society. The essential features of our school are academic excellence, expert pastoral care and inspiring education, the effect of which has been to strengthen Grittleton House School. In the same way that an individual's development is determined by the way their characteristics, inherited or acquired, interact with one another, to the extent that it is sometimes possible to predict their behaviour, so Grittleton House School's development is determined by the interplay of these crucial features. It is easy to point to this interaction. Extra-curricular activity at Grittleton House creates trust, friendship and cohesiveness among the pupils, as much as it promotes their individual development. It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Grittleton House School.

The curriculum is designed to reflect the great importance the school places, in the first place, on the individual development of each pupil and on the recognition that the achievement of pupils' potential as individuals is dependent on the quality of their contribution to others in the community; secondly, on pupils' acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and extra-curricular; and fourthly on the development of such qualities as leadership, initiative and creativity. In order to achieve these goals, the curriculum will seek to reinforce the following features of Grittleton House School:

- a) The confidence, talent and high aspirations of its pupils;
- b) The enquiring atmosphere and enjoyment of discourse which are a prominent feature of the School;
- c) The support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

By knowing every pupil socially, emotionally and academically, we can be sure that each pupil will flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future. At Grittleton House School we know and support each and every one of our pupils. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. The work of the School's pastoral team – made up of form tutors and the heads of the various sections of the school – is at the heart of the way we look after our pupils. Their detailed knowledge of individual abilities and talents enables them to monitor pupils' progress very attentively, and help them cope successfully with the educational and personal challenges of secondary schooling.

In Grittleton House School the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;

- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress;
- managing instances of poor or disruptive behaviour.

Behaviour that undermines the happy environment that is such a hallmark of Grittleton House School life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted.

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression and
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils and the views of our pupils, parents and staff.

As with the senior department, the junior department will also provide an environment in which all its members feel safe, valued and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership. Whilst it is an integral part of Grittleton House School the School's curriculum has planned activities that are organised to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity and creativity. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. The preparatory department celebrates achievement and promote pupils' achievement through praise whenever appropriate.

### **Transition Support**

We carefully manage the transition of our pupils throughout the school and also in preparing pupils for their senior school placement in Year seven. Grittleton House provides advice to pupils and their parents about the transition process from Early Years Foundation Stage (EYFS) to the Junior School and from Junior School to the Senior School. Our staff also spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally.

### **Essential Skills**

Grittleton House School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

**Linguistic** including English, French, Latin and Spanish This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

**Mathematical** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.

Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific** (an area which is supported by an extensive extra-curricular programme)

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technological** (including Art and Design, ICT)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

**Human and Social** including Geography, History and Religious Studies This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. In our school our topic based Personal, Social Health and Economic Education (PSHEE) alongside our knowledge and understanding of the world makes a strong contribution to this area.

**Physical** (which is supported by an extensive extra-curricular programme in this area)

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative** (including Art, Drama, Photography, Textiles, Pottery, and Music including a full range of peripatetic music teachers)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Grittleton House is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its Pupils. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide pupils with a broad general knowledge of public institutions and services in England;
- 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;
- 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 and

- precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils-

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- being offered a balanced presentation of opposing views.

### **Personal, Social, Health, Economic Education (PSHEE) and Citizenship (inc. GCSE)**

Grittleton House is committed to providing a comprehensive programme of PSHEE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Headmaster. Each child's PSHEE and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning food technology lessons based on individual's cultural heritage. We have a cross-curricular approach to PSHEE, and its associated objectives may be addressed in many curriculum areas. Our structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our, personal, social and health education and citizenship through, assemblies, Philosophy and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Grittleton House School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- provide high quality Physical Education, with specialised teachers, and sport to promote physical activity;
- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

### **Preparation for the future**

Grittleton House School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience when required and advice is given concerning further and higher education. Specialist advisers are invited in to school to speak with Year 10 and 11 pupils. They offer advice on developing skills in order to make the most of their opportunities; these skills may include interview skills, writing letters of application etc.

### **Standards of attainment**

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?

- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Can we compare expectations and estimates with final results.

### **The Curriculum, Academic Excellence and Public Examinations**

Whilst accepting the need to prepare its students for public examinations and further education entry, the School will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate during lunchtimes and after school. These reflect the talents and interests of the staff and pupils, while some will also involve the input and expertise of external specialists and senior-school pupils. The extra-curricular clubs will start for Year 1 pupils, and it is envisaged that they will range from ballet, dance and drama to chess and "mad-science", from Judo to Spanish and Latin.

### **Organisation and planning**

We plan our curriculum in three phases. We agree long-term plans whose schemes of work give an annual overview of the content of the curriculum for each key stage. From these plans the teachers identify curriculum aims appropriate for the year group they teach. The overview policies and plans are updated by our curriculum co-ordinator following liaison with all teaching staff. They indicate what topics are to be taught in each term and to which groups of pupils. This long-term plan is reviewed on an annual basis. In our medium-term plans, we give clear guidance on the objectives and teaching strategies that are used when teaching each topic.

### **Disapplication**

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents and will allow a pupil:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

### **The curriculum, academic excellence and public examinations**

Whilst accepting the need to prepare its pupils for their Senior School and Further education, we also strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development. Fundamental to the ethos of Grittleton House is our determination to provide an active learning environment for limitless minds. The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils' development of qualities such as leadership, initiative and creativity.

The teaching at Grittleton House is committed to inspiring, motivating and enriching the learning opportunities of its Pupils in terms of both curricular and co-curricular delivery. Teaching styles are adapted to meet the varying needs of our Pupils. Our Schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge Pupils. To this end the aim of Grittleton House is to provide a

broadly based academic curriculum that will be delivered within the context of the school's aims and mission. The curriculum underpins the fundamental aims of Grittleton House.

The school encourages its pupils to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at the School extend beyond the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences. Pupils benefit from opportunities to exercise initiative, develop team-working skills, and participate in visits beyond the classroom. The curriculum not only supports pupils' academic progress but also fosters in them awareness and understanding of a range of spiritual, moral, cultural and social issues. In this way, it promotes their development into compassionate, empathetic and confident individuals.

The educational journey at Grittleton House is therefore organised into the:

- Early Years Foundation Stage (EYFS) is Nursery;
- Infant Department which is formed of Years R to 2:
- Junior Department which is formed of Years 3 to 6:
- Senior Department which is formed of Years 7 to 11

It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Above all, we believe in making learning fun and engendering in young people a love of lifelong learning. Grittleton House School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

### Values

Our school curriculum is underpinned by the values of **Excellence, Respect, Courage and Perseverance** that we hold dear at Grittleton House with our motto being "to strive is to accomplish". The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of Grittleton House as a school with excellent standards of study that prepares Pupils for university and life-long involvement in learning. Our curriculum prepares our Pupils to contribute confidently to an ethnically pluralistic society.

- We value the way in which all Pupils are unique, and our curriculum promotes respect for the views of each individual Pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each Pupil in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the Pupils at Grittleton House.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

In order to achieve the school's values, the curriculum will seek to reinforce the following features of Grittleton House which includes the:

- confidence, talent and high aspirations of its pupils;
- enquiring atmosphere and enjoyment of discourse that is a prominent feature of the school;
- support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available to parents on request. The children are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities. These include: humility, dignity, compassion and integrity;
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;
- participate in the transformation of their society through reflection, sensitivity and action.

### **Effective Ethos and Classroom Environment**

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to provide a learning environment which is:

- challenging and stimulating;
- peaceful and calm;
- happy and caring;
- organised and well-resourced;
- makes learning accessible;
- encouraging and appreciative;
- welcoming;
- enabling equal access and inclusion and
- providing a professional working atmosphere.

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from drama and science, to art and judo. We ensure that all tasks and activities that the Pupils perform are safe. When we plan to take Pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission obtained before the visit takes place. Learning assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual Pupils and sometimes they work with small groups.

Our school is an attractive learning environment. We ensure that all Pupils have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the Pupils. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

### **The Quality of Teaching**

The Headmaster carries out book appraisals, whereby books are checked for consistency of marking and being up to date. Planning appraisals are carried out by SMT who check planning is up to date and evaluated. All teachers are observed working with classes once or twice a year, and Newly Qualified Teachers (NQTs) are observed each half term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning



policy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The observer uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

### **The role of the Subject Leaders and Co-ordinators at Grittleton House**

The role of the various co-ordinators is to:

- provide strategic lead and direction;
- support and offer advice to colleagues;
- monitor Pupil progress in specific subject area or activities and
- provide efficient resource management.

Each co-ordinator reviews the curriculum plans or administrative arrangements for their area ensuring that progression is planned into Schemes of Work and activities. The co-ordinators also keep a portfolio of children's work, overseen by the Head that is used to show the achievement of children at each key stage and to give examples of expectation of attainment.

### **The curriculum and members of teaching staff**

Members of staff ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs are embodied in the teaching that embodies the curriculum. Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual Pupils identified and met. We appreciate that people learn best in different ways. At our school we provide a rich and varied learning environment that allows Pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Through our teaching we aim to:

- enable Pupils to become confident, resourceful, enquiring and independent learners;
- foster Pupils' self-esteem and help them build positive relationships with other people;
- develop Pupils' self-respect and encourage Pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual Pupils;
- personalise learning;
- enable Pupils to understand their community and help them feel valued as part of this community;
- help Pupils grow into reliable, independent and positive citizens;
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each Pupil;

### **Auditing our Curriculum, Teaching and Learning:**

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need. When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;

- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils

In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time
- enabling pupils to develop skills in reading, writing, communication and mathematics
- enthusing, engaging and motivating pupils to learn
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress

We use Lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well challenging tasks are matched to pupils' learning needs and successfully engage all pupils in their learning;
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning ;
- pupils' attitudes to learning, behaviour and relationships in the classroom and
- the promotion of pupils' spiritual, moral, social and cultural development.
- Direct observation is supplemented by a range of other evidence to enable us to evaluate the impact that teaching has had on pupils' learning. Additional evidence includes:
- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed.
- Discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of pupils, parents and carers, staff and placing authorities, where appropriate and
- taking account of the school's own evaluations of the quality of teaching and its impact on learning.
- Scrutinising the standard of pupils' work, noting:
- how well and frequently marking and assessment are used to help pupils to improve their learning and
- the level of challenge provided.

### **Effective learning**

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere in which Pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). All teaching are structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning ;
- it should give Pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the Pupils to build up their own understanding through various activities;
- it should allow opportunities for the Pupils to review what has been learnt;
- it should have built-in opportunities for feedback to the Pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for Pupils to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment and Marking Policy, informal formative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the Pupils
- sharing or creating learning outcomes with the Pupils to make them partners in their learning;
- plenaries being used as assessment opportunities:
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to Pupils;
- individual target setting: SMART (specific, measureable, assessable, realistic and given in time);
- Pupils understanding how well they are doing and how they can improve.

### **Effective Planning**

When teaching we focus on motivating the Pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the Pupils' level of attainment. Teachers make ongoing assessments of each Pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their Pupils. Our prime focus is to develop further the knowledge and skills of the Pupils. We strive to ensure that all tasks set are appropriate to each Pupil's level of ability.

When planning work for Pupils with special educational needs we give due regard to information and targets contained in the Pupils' Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for Pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our Pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our Pupils, and we believe that their work here at Grittleton House is of the highest possible standard. We set academic targets for the Pupils in each academic year and we share these targets with Pupils and their parents/guardians. We review the progress of each Pupil at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the Pupils' work. We evaluate all lessons so that we can modify and improve our teaching in the future

### **The Early Years Foundation Stage (See also Appendix A: EYFS - Curriculum, Teaching and Learning Policy)**

Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

The Foundation Stage curriculum is organised into seven areas of learning:

- Communication and Language

- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We believe learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage. Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. Each term in the reception class, the teacher will assess the skills development of each child, and record this in the EYFS Profile. This assessment forms an important part of the future curriculum planning for each child.

### **Tracking Progress in the EYFS**

At Grittleton House School we are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS' (Early Education, 2012). We identify those children who do not meet these developmental milestones through a range of methods. The document 'Tracking Children's Progress', which is completed at periodic intervals throughout the year, allows practitioners to identify specific areas of learning in which children may not be making adequate progress i.e. moving within the developmental brackets from one point of assessment to the next. For more information on identifying progress through tracking, please see the section 'Tracking in the EYFS' in the EYFS Policy. In addition to our formal tracking, we also use a range of information where appropriate to help practitioners to identify children who may not be progressing at the expected rate, including:

Information from parents

Information/records from Playgroups/Nurseries/Pre-Schools

Information from outside agencies

On-going teacher observations

Foundation Stage Profile

Termly school reports

Any child who is not making adequate progress will have an individual target sheet. This will list one or more targets which practitioners will be focussing on over the following weeks. They allow space for practitioners to note observations as children display their newly developed skills, in order to make a judgement of when each child has met their specific targets. The targets should be shared with parents, usually through a specific meeting to discuss the child's progress. These target sheets will only be used as long as practitioners feel is necessary to enable the child to reach the developmental milestones for their age.

### **Learning outside the classroom - Educational visits/off-site activities**

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Grittleton House curriculum offers a series of educational journeys that deepen the Pupils' understanding of the world around them. Trips extend Pupils' knowledge of past and present. When the children move to the Senior School they have the opportunity for educational visits further afield. Our experience is that Pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

### **Children with **Additional** and Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching and Learning personnel**

Our curriculum is designed to provide access and opportunity for all children in the Preparatory Department and Senior Department. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted.

If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment in consultation with the Pastoral Lead of this need and in most instances is able to provide resources and educational opportunities that meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (IEP) that is reviewed on a regular basis. The provision in this respect is coordinated by the Pastoral Lead in consultation with heads of department.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Where a Pupil has a statement, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

### **Pupils with a Statement of Special Educational Needs and Disabilities**

Should a Pupil be in receipt of a statement, we will endeavour to give them an education that meets their needs as specified by their statement. It is likely that some Pupils in possession of a statement cannot be accommodated at Grittleton House due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

### **English as an Additional Language (EAL)**

We are committed to providing Pupils with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the school.

### **Sex and relationships education**

The School provides Sex and Relationships education in the basic curriculum. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

The syllabus for the School's Sex and Relationships Education is available to parents. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their pupils from any other part of the sex education provided without giving reasons.

### **Political education**

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

### **Religious education**

Religious Education is incorporated into distinct lessons available to all pupils up to and including Year 8. Other religions are also taught, so pupils have a broader understanding of the diverse world that they are living in.

### **PE and games**

All Pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

### **Co-curricular activities**

The School has an extensive programme of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all Pupils.

### **Homework**

The school sets homework as appropriate. Parents are encouraged to read with their children in all year groups. The school expects Pupils to spend the following times on homework. We also operate a Homework Club between 3.45pm and 5pm. Homework allocations are as follows:

|            |                |
|------------|----------------|
| Year 7-9   | 45-90 minutes  |
| Year 10-11 | 60-120 minutes |

### **Careers guidance**

Pupils at Grittleton House are supported in their preparation for formal examinations at various stages of their education. They receive specific support in Study Skills that includes guidance on revision technique, making notes, examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice until Year 9, we provide opportunities for Pupils to understand the world of work and the promotion of their economic wellbeing. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers Pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training at the appropriate stage and other opportunities exist to develop their confidence and public speaking abilities. These are a few of the ways in which Pupils are prepared for the future beyond Grittleton House.

### **Communication with Parents and Guardians**

We believe that parents and guardians have a fundamental role to play in helping Pupils to learn. We do all we can to inform parents and guardians about what and how their children are learning by:

- holding parents' evenings to explain our school strategies;
- sending information to parents and guardians at the start of each term in which we outline the topics that the Pupils will be studying during that term at school;
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents and guardians how they can support their Pupils with homework. We suggest support for older Pupils with their projects and investigative work;
- posting information on the parent and public pages of the school website;
- being available - we have an open door policy;

We believe that parents and guardians have the responsibility to support their Pupils and the school in implementing school policies. We would like parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general and
- fulfil the requirements set out in the homework agreement.

### **Concerns and complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Pupil's form tutor. If the issue is not resolved parents should contact the Head. If there is no resolution then parents should write to the Head. The School has a Complaints Procedure in place, which is on the website [www.grittletonhouseschool.org](http://www.grittletonhouseschool.org) or available from Reception at the school.

### **The curriculum, academic excellence and public examinations**

Whilst accepting the need to prepare our Pupils for life after Grittleton House, we strive to ensure that the pursuit of our goals, aims and objectives are consistent with achieving the goals set out in this policy.

### **Time allocation**

- The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling policy are to ensure that every Pupil has access to all areas of the timetable.
- When allocating lesson times, we acknowledge the guidance given in the QCA documents.
- The time allocation for ICT is incorporated into the planning for other areas of the curriculum, alongside the planning of explicit ICT lessons.

## **Subject lists for each Key Stage (1 to 4)**

### Key Stage 1 & 2

English (reading, spelling, punctuation, grammar)

Maths

Science

History

Geography

Art

French (Spanish & Latin in Year 6)

ICT

RE

Drama

Music

PE & Games

### Key Stage 3 & 4 (All subjects can be taken at GCSE level except RE)

English

Maths

Physics

Chemistry

Biology

Human Biology

Geography

History

French

German

Spanish

Latin

Art & Design

Drama

Food Science (Home Economics)

RE

PE & Games

Citizenship