



## **LOCKERS PARK SCHOOL CURRICULUM POLICY**

**This Policy includes Early Years and Foundation  
Stage**

<b>Date Reviewed</b>	<b>By?</b>	<b>Date of next review</b>
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## **1. MISSION STATEMENT**

To teach and prepare every child to become a confident and high achieving citizen of the future with enduring values of respect, honesty and curiosity to learn.

## **2. AIMS OF THE CURRICULUM**

It is the policy of Lockers Park that all pupils receive a broad and balanced curriculum that takes into account the needs of all individuals across the full age and ability range, including those with an EHC plan. The curriculum does not undermine and actively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In general terms the school aims to:

- Provide full time, supervised education at Lockers Park for boys of compulsory school age (construed in accordance with section 8 of the education act 1996) which gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Ensure all pupils acquire speaking, listening, literacy and numeracy skills either through formal lessons or in the many opportunities for personal development which the school provides.
- To deliver personal, social and health education that reflects the school's aims and ethos
- Foster all pupils' creativity and develop essential skills, including learning skills.
- To prepare pupils for individual schools' entry or scholarship requirements.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life, including providing careers guidance to those in Years 7 and 8. It must be presented in an impartial way, to enable pupils to make informed choices about a broad range of career options.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To help children understand Britain's cultural heritage and value the society in which they live as well as explore the concept of 'Britishness' e.g. Democracy, The Rule of Law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

**Lockers Park seeks to achieve these aims by:**

- a) Using Progress meetings, setting and effective tracking to enable each pupil to reach their full academic potential and to make good progress.
- b) Preparing pupils for transfer to Public and State School by CE, Scholarship or individual school's entry tests.
- c) Introducing pupils to core subjects as well as a broad set of subjects including French, History, Geography, Religious Studies, Latin, Design and Technology, Computing, Music, Art, General Studies and PE/Sport.
- d) Providing a range of opportunities beyond the classroom which broaden the horizons of pupils and which are aimed at developing the whole person in each child.

The school's curriculum is based largely on the National Curriculum and the ISEB Common Entrance syllabuses and takes account of entrance and scholarship exams set by a variety of public schools, as may be appropriate for each child.

Personal, social and health education reflects the school's aims and ethos. Religious education is also provided for all pupils.

The school aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including gifted and talented, SEND and pupils with an EHC plan.

### **3. STATEMENT ON THE AIMS OF TEACHING**

Lockers Park looks to:

- a) Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- b) Foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- c) Deliver well-planned lessons and effective teaching methods, including use of IT where appropriate as well as suitable activities and wise management of class time.
- d) Show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account for the planning of lessons.
- e) Demonstrate appropriate knowledge and understanding of the subject matter being taught.
- f) Utilise effectively classroom resources of an adequate quantity, quality and range.
- g) Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use that Assessment information to plan teaching so that pupils can progress.
- h) Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly

### **4. PLANS, SCHEMES OF WORK AND DEPARTMENTAL POLICIES**

In all curriculum subjects there are schemes of work which serve to achieve the school's objectives in the following areas:

#### **Linguistic**

To develop pupils' communication skills and increase command of language through listening, spelling, reading, writing and speaking.

#### **Mathematics**

To develop skills of calculation, understanding of concepts and the ability to think logically and express themselves clearly.

#### **Scientific**

To increase pupils' knowledge and understanding of nature, materials and forces, and in doing so to develop the skills associated with science – observing, forming hypotheses, conducting experiments and recording findings.

**Technological**

To develop skills associated with the use of information and communication technology.

The school provides opportunities to work with tools, equipment and materials to build products of their own design.

**Human and Social**

To develop understanding and awareness of their environment and how human action has influenced events and conditions.

**Physical**

To develop pupils' physical control, coordination and tactical skills through a wide variety of sports and games and to acquire knowledge of the basic principles of fitness and health.

**Aesthetic and Creative**

To provide a range of activities enabling pupils to make personal, imaginative and practical responses.

**Personal, Social and Health Education**

To give the pupils experience in spiritual, moral, social and cultural education appropriate to the age and abilities of the pupils.

Full details of Schemes of Work and Departmental Policies for all subjects can be found on the Schools Intranet.

**PRE-PREP (National Curriculum Years Reception, 1 & 2)**

The Reception class follows the standards set out in the new Early Years Foundation Stage. Years 1 & 2 cover the curriculum for Key Stage 1. Our curriculum is a creative curriculum which allows us to instil the keystones of academic success through a range of different topics. A balance is maintained between small group times, where the children have a focused learning activity, and times when the children direct their own learning through accessing a wide variety of inside and outside play experiences.

Planning is very much a collaborative exercise with teachers working together to ensure that the curriculum is balanced with the needs of the children and differentiated effectively. Special Educational Needs are met through "in class" support via teacher or teaching assistant input or through specialist one to one teaching for which there is an extra charge.

The Reception class follows the seven areas of learning for the Foundation Stage:

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

The Year 1 & 2 pupils follow a program of:

- Literacy (phonics, reading and writing)
- Maths
- Science
- PSHE
- French
- Nature and the Environment
- Drama and Movement
- Computing
- PE
- Art & Technology
- Creative Curriculum (RE, History & Geography)

In the Pre – Prep the PSHE reflects both the school's aims and ethos and the EYFS.

Some lessons are taught by specialist staff from the Prep School (Games/PE, French, Computing, Music, Drama, Nature and the Environment, Swimming).

There are numerous opportunities for the Pre-Prep children to perform each term to their parents including the Nativity play, assemblies, concerts and Sports Day.

Over the course of the year there are numerous trips out to support the childrens' learning. These are planned to tie in with a topic currently being studied at the time.

The children experience reading through one to one reading sessions with an adult, shared reading, guided reading and independent reading. Each day, the children will take home a reading book to share with their parents.

Links with the Prep School are strong and the Pre-Prep regularly join up with the school and to take part in a range of events (Chapel, Christmas Carol Service, Summer Concert, Cross-Curricular Day).

The Pre-Prep do not attend Saturday workshops

## **THE PREP SCHOOL**

Lockers Park is divided into three distinct bands, The As, Bs and Cs.

### **The Cs (National Curriculum Years 3 & 4)**

We do not set boys in Years 3 & 4 and classes are of mixed ability. The Cs follow a full academic program. Both year groups are based in the main school building.

The majority of lessons are taught by the class teacher in the form's room, however some subjects are taught in other areas of the school by specialist teachers (e.g. Computing, Music and PE)

Prep is done in school. Years 3 & 4 have one English and Maths prep a week.

We do not have formal exams in the Cs, however boys are assessed termly in each subject. We do not refer to these as exams and boys are not expected to do large amounts of revision for them. These happen in normal lesson time.

Critical thinking sessions start in Year 3 and 4 developing the pupil's thinking skills and giving them an early opportunity to experience problem solving and develop their reasoning.

There are numerous educational trips throughout the year which tie in with the topics being studied.

### **The Bs (National Curriculum Years 5 & 6)**

Each Year group has two classes. Setting operates in Maths and English. In the Bs there is greater emphasis on specialist teaching, movement around the school and personal organisation and independence. Both Year groups have their form room in the Mountbatten block.

Year 5 have five preps a week, one of which is timetabled during the day and four in the 5.30 pm prep slot. Year 6 have an evening prep every day at 5.30 pm apart from Wednesday where they do their prep in the day.

Year 5 do not sit formal exams but have assessments at the end of each term as per the Cs. Year 6 do exams at the end of the autumn and summer terms.

Each year group follows a programme of English, Maths, Science, French, Latin, History, Geography, RS, Drama, Music, ICT, and Games.

Critical thinking sessions continue in Years 5 & 6 with an emphasis on preparing the pupils for senior school entry tests. We also use this as an opportunity to investigate morality, current affairs and leadership.

### **The As (National Curriculum Years 7 & 8)**

In Years 7 and 8 there are two forms per Year group. Boys are set in all academic subjects.

There are preps all evenings apart from Wednesday, starting at 5.30 pm.

Most pupils continue the study of Latin. Those who do not study Latin receive additional periods of Maths and English. The decision on who does not continue Latin is made at the end of Year 6.

Year 7 sit exams in the autumn and summer terms. Year 8 sit exams in the autumn and spring terms. With the exception of those boys taking an academic scholarship, all boys are entered for the Common Entrance exam at the end of Year 8.

The school runs numerous courses in addition to timetabled lessons to further help with both the boys' educational experience and preparation for entry to senior schools. These are listed below:

- Extra scholarship sessions. These happen in every academic subject for those boys undertaking scholarships with the aim of preparing them effectively for the exam.
- Extra entrance test sessions. For those boys who need specialist preparation for Senior School Entrance tests. (as opposed to CE)
- CE revision sessions in the lead up to the final exam.
- Non Academic extension group (e.g. Art extension group) where boys are prepared for scholarships in other areas of the curriculum.
- Saturday School workshops (see below)

Educational trips continue as do residential experiences. For example, the Year 8s complete their Geography field trip and a final, week long, leavers' trip.

### **Saturday Program**

Pupils have the option to attend academic workshops on Saturday mornings. These aim to reinforce areas of the curriculum and extend where necessary for those that need it. The sessions are listed below:

- Philosophy and Ethics
- Ancient Greek
- EAL Group lessons
- CE Maths booster
- CE English booster
- CE French booster
- CE Science booster
- CE Geography booster
- Scholarship RS
- Scholarship Maths and English
- Verbal and Non Verbal Practice
- Team building
- Problem solving
- Creative writing
- Art activities

## **5. PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF ADULT LIFE**

All boys are given the opportunity to take leadership responsibilities during their time at Lockers Park through committees and councils as well as individual roles such as Form Captains, Set Leaders and Prefects.

The leavers program after CE extends and stimulates children's interest and knowledge of issues and experiences beyond the classroom. This cumulates in a week long Bushcraft trip emphasising team work and resilience.

Science, PSHE and Geography include lessons covering alcohol, anti-drugs education and economic education.

There is a strong ethos of charitable contribution with many events happening, although the sponsored walk and the support of the Collett school (specialist SEND school) form the main focus.

## **6. GENERAL STATEMENTS CONCERNING THE CURRICULUM**

### **Equal Opportunities and Discrimination (Equality Act 2010)**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of age, disability, gender reassignment, regional or belief, sex, sexual orientation.

### **Disabilities**

In accordance with the statutory requirements and the Equality Act 2010 the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request. PSHE pays particular regard to people with protected characteristics as set out in the 2010 Act.

### **Differentiation**

A variety of differing teaching and learning methods and materials are used in all areas of the school to suit pupils' different needs. We run regular INSET sessions to help staff differentiate.

### **Monitoring Pupil Progress**

The boys are monitored in the following ways:

- Boys' marks/data are tracked using the ISAMs data management system. In this way vulnerable groups or individuals can be identified (SEN/EFL/Boarders) and picked up on. This information is used in both Pupil Progress meetings and Setting meetings. The Heads of English, Maths and Send all take an active role alongside teachers in this process.
- Flic Assessment – this is an objective based tracking system, allowing us to identify gaps in learning and areas to improve (also enabling improved handovers at the end of the year). Currently this is used in Maths, English and Geography, with an intention to expand further (introduced Sept 2021)
- The Teaching and Learning Committee review sessions looking CAT results and Progress Tests results
- HOD/Setting meeting for Year 7 focusing on the effectiveness of the setting groups.
- Parents are fed back this information through written reports, parents' evenings, effort grades and informal teacher consultations.

Information about the pupil's performance is provided to parents through reports and parent teacher meetings.

### **Intervention sessions**

For those children who have been identified as being in need of extra support, we will run intervention sessions during the school day as a means to help the pupil make progress. This is, of course, in addition to any 1:1 support received from the SENDco

### **Assessments**

See marking, assessment and recording policy for full details of all the assessments that each Year group undertakes through the Year

### **Religious Education**

Religious education is open to all pupils. The school has a Christian ethos that underpins the school day. All faiths and religions are embraced and provision is made for any faith requirement.

### **Sex Education**

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. (See Sex Education policy)

### **Political Education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. **Nor will the teaching of any subject undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

Political issues may be introduced in a number of courses but will be presented in a balanced manner.

### **PE and Games**

All pupils are expected to take part in the school's PE and Games program. Pupils can only be excused for medical reasons.

### **Extra-Curricular Activities**

Pupils have the opportunity to take part in a wide range of extra-curricular activities all of which contribute to the breadth of the curriculum. This allows pupils a different context to learn new skills, build self-esteem and develop resilience. (Please see list of extra – curricular activities)

### **Independence**

Pupils are both expected and encouraged to be independent thinkers and learners. Critical thinking lessons in Years 5 and above help develop this, whilst there are numerous opportunities during the school day, such as in preps where pupils have to work independently.

### **SEND**

All teachers are considered to be teachers of Learning Support. For details of the organisation and delivery of the school's Learning support please consult the SEND Policy.

## **Gifted and Talented**

The curriculum takes account of the needs of those pupils considered Able or Gifted and Talented, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. For more information on our Gifted and Talented program please refer to our Gifted and Talented policy.

## **Atom Learning**

This software allow the boys in Yrs 3 – 8 to practise online VR/NV/Maths/English for senior school entrance tests (e.g. ISEB test).

## **How the effectiveness of the policy measured?**

- Formal and informal discussions with staff
- Work scrutiny
- Observations (both formal and informal)
- Parental Questionnaires
- Scrutiny of assessment results (CATS/PTE/PTM)
- Monitoring the Pupil's success in achieving entry to first choice senior schools

## **Monitoring and Review of the Curriculum Policy**

The Curriculum policy will be monitored by the Director of Studies, who will report to the Headmaster on its implementation on a regular basis.

The Headmaster will report to the governing body on the progress of the policy and will recommend any changes.

## **Covid19 September 2020 – changing Sept 2021**

Key Changes for Autumn 2020

- Two Year groups per bubble (e.g. 7 & 8)
- Each Bubble assigned an area – specialist staff to move around bubbles
- Lessons in Art/Tech/Science/PE to take place in their own rooms
- 1 extra English class for Years 3 – 6 in place of Music to focus on weaker areas identified in lockdown (spelling/presentation)
- No designated time for second preps – pupils to be given work to do at home/in spare time in place of this time.
- Details of preps to be placed on Teams in place planners
- Work set online (Teams) for overseas/self-isolating students. Students can join lessons remotely via a teacher setting up a meeting.
- Parents Receptions are now online via a meeting with the Form Tutor.

## **Related Policies**

- [Admissions Policy](#)
- [EAL Policy](#)
- Educational Visits Policy
- Extra-Curricular Policy
- Gifted & Talented Policy
- Marking, Assessment & Feedback Policy
- Remote Learning Policy
- [SEND Policy](#)
- [Relationship & Sex Education Policy](#)