



LOCKERS PARK SCHOOL CURRICULUM POLICY

Date Reviewed	By?	Date of next review
Sept 2016	TD	Jan 2017
Jan 2017	TD in consultation with ISI consultants	Sept 2017
Sept 2017	TD	Sept 2018
Oct 2018	TD	Sept 2019
Sept 2019	TD	Sept 2020
Sept 2020	TD	Sept 2021
Sept 2021	TD	Sept 2022
Sept 2022	TD	Sept 2023
Sept 2023	TD	Sept 2024
Sept 2024	TD	Sept 2025

This Policy includes Early Years and Foundation Stage

Contents

1. MISSION STATEMENT
2. AIMS OF THE CURRICULUM
3. STATEMENT OF THE AIMS OF TEACHING
4. PLANS, SCHEMES OF WORK AND DEPARTMENTAL POLICIES
5. PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF ADULT LIFE
6. GENERAL STATEMENTS CONCERNING THE CURRICULUM

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 and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- 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. THE LEARNER PROFILE

The Lockers Park Learner Profile was developed from the school's work on encouraging metacognition in pupils (in particular Art Costa's Habits of Mind). The Learner Profile states the 6 main attributes which we feel are important in developing our pupils and prepare them for the next stage of their education and beyond. It provides a central focus point to enable staff to build and develop learning opportunities both in and out of the classroom. It should be a focal point when considering:

- Language
- Teacher modelling
- Curriculum and teaching
- Co-curricular
- Rewards
- Feedback to parents
- Assemblies
- Boarding
- Learning Science

4. STATEMENT ON THE AIMS OF TEACHING

Lockers Park looks to:

- a) Give opportunities to develop their ability in each of the 6 attributes found in the Lockers Park Learner Profile.
- b) To develop metacognition skills across the curriculum.
- c) 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.
- d) Foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- e) 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.
- f) 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.
- g) Demonstrate appropriate knowledge and understanding of the subject matter being taught.
- h) Utilise effectively classroom resources of an adequate quantity, quality and range.
- i) 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.
- j) Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly

5. 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 SharePoint.

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)

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.

Learning science 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. Thinking frames are introduced, making key thought processes explicit.

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 & 6 have four preps a week running between 5.00 – 5.30. Boys may take their prep home if they wish.

Year 6 take formal exams at the end of the summer term.

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

Learning Science sessions continue in Years 5 & 6 building on the work started in Year 3. In Year 6 particularly there is a focus on study skills to help prepare children for exams. At all times we aim to encourage good practices learnt in LS across the curriculum.

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 every evening apart from Wednesday, starting at 5.00 pm.

Most pupils continue the study of Latin/Classics. Those who do not study Latin receive additional periods of Maths and English. EAL children may also drop Latin to join a separate EAL class. 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.

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
- 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
- PE

6. 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.

7. 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 pupil data spreadsheet. 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.
- EAL students are monitored using the WIDA assessment package. This is overseen by the Head of EAL and key information fed to staff.
- 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.

RSE

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.

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)

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.

Able Children

The curriculum takes account of the needs of those pupils considered Able, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. See Able Children 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.

Related Policies

- Admissions Policy
- EAL Policy
- Educational Visits Policy
- Gifted & Talented Policy
- Marking, Assessment & Feedback Policy
- Remote Learning Policy
- SEND Policy
- Relationship & Sex Education Policy