

## **Bickley Park School**

### **Curriculum Policy**

#### **The objective of the whole school curriculum is for it to be:**

**BROAD** – full-time supervised education will be provided for all pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in a wide ranging linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. This will include personal, social and health education which reflects the school's aims and ethos. Pupils will acquire skills in speaking and listening, literacy and numeracy. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life will be given.

**BALANCED** – so each area of the curriculum is allowed sufficient time for its contributions to be effective.

**RELEVANT** – so all activities contribute to a general education preparing pupils for opportunities, responsibilities and experiences for adult life, including careers guidance for our Year 7 and 8 boys and, sometimes, in younger year groups. Cross curriculum learning is encouraged. All pupils will be adequately prepared for the opportunities, responsibilities and experiences of adult life.

**DIFFERENTIATED** – subject matter will be appropriate for the ages and aptitudes of pupils, including those pupils with a statement who will receive an education which fulfils its requirement. This will include differentiating appropriately for pupils whose principal language of instruction is a language other than English. Some academic subjects are set by ability in Year 4 and above.

**INCLUSIVE** - All pupils will have the opportunity to learn and make progress. Where a pupil is above compulsory school age, a programme of activities will be put in place appropriate to his needs.

The curriculum is framed around four Quadrants of Learning. These are:

**The Academic Quadrant** which will help boys fulfil their academic potential whilst encouraging them to love learning.

**The Arts Quadrant** which will emphasise the importance of performance and visual arts as a means of developing confidence and communication skills.

**The Community Quadrant** which will help boys understand how they can be effective members of a community. The community quadrant will provide boys with opportunities to take on responsibility from a young age, show initiative and participate in projects involving service to others.

**The Sport and Outdoor Education Quadrant** which will aim to develop an understanding of working effectively and competitively as a team. Life skills such as leadership, resilience and taking managed risks will form an important part of this quadrant.

**Policy:**

Children through Key Stages 1, 2 and 3 broadly follow the contents of the National Curriculum for England and Wales. However, additional teaching may be given. For example, World Culture lessons and Forest School are taught in Year 3 and Drama is taught in Year 3 and above. Greater emphasis is also to be given to physical education which is seen as a vital part of children's broader education. Religious Studies is taught in discrete lessons in Year 4 and above. Some schools are willing to accept boys at age 11 for entry to senior school at 13. From year 6, the school curriculum is to be guided by the ISEB Common Entrance syllabus at 13+ which itself is related to the National Curriculum up to Key Stage 4. The common Entrance exam is to be available for all boys at 13 years of age and taken in Year 8. Boys of particular ability are to be identified by the school, in consultation with their parents, for scholarship exams at their chosen school(s). Scholarship exams follow a syllabus broadly in line with Common Entrance but the school familiarises these boys with past papers at this higher level.

**Roles and Responsibilities:**

**Headmaster:** The Headmaster and Assistant Head, Academic, will review and approve the curriculum and Subject Handbook for each subject. He will ensure all pupils have the opportunity to learn and make progress.

**Assistant Head, Academic:** The Assistant Head, Academic, will review and approve the curriculum and Subject Handbook for each subject and will ensure that the timetable is set appropriately to accommodate the requirements for each subject. He will also manage provision for children identified as being gifted and/or talented, including their IEPs, in part to ensure they are well prepared for scholarship exams to their senior schools.

**Staff:** Heads of Subject will be responsible for the preparation and maintenance of the Subject Handbooks and subject policies, which will be reviewed and approved annually by the Headmaster and Assistant Head, Academic. Heads of Subject will be assisted by teaching staff in this work. Teaching staff will adhere to the Subject Policies and Subject Handbooks in teaching classes and preparing class topics and themes and lesson plans. Where cross curriculum links are required or exist, Heads of Subject will ensure that regular meetings occur between relevant staff to coordinate activities.

**SENCO:** The Senco is responsible for the annual review of pupils requiring statements and the management of all pupils identified as having learning difficulties and/or disabilities. This includes the drawing up of IEPs.

**Governors:** The governors will review the policy annually and will monitor the results, achievements and performance of pupils at appropriate stages including 11+ and 13+.

### **Monitoring Arrangements:**

The Governors will review the policy annually.

The Headmaster will report to Governors on results, achievements and performance of pupils following assessments at appropriate stages including 11+ and 13+.

Management of children with special needs and learning difficulties and/or disabilities will be managed by the Assistant Head, Academic (G&T) and SENCO (SEN)

### **Subjects taught:**

The following subjects are taught at Bickley Park School:

Year 1-8: English, Mathematics, Science, French, Geography, History, Religious Studies, Music, Art, Design Technology, Computing, P.S.H.E, Physical Education, Swimming and Games. In Year 1-3, Geography, History and Religious Studies are taught as 'Creative Curriculum'. Study skills are taught in Year 5-7.

World Culture lessons are taught in Year 3. Forest School is taught in Year 1, 2 and 3. Drama is taught in Year 3-8. Spanish is taught in Year 6-8.

The following Games, or associated skills, are taught by specialist teachers to pupils in Reception to Year 8:

- Autumn term: Rugby and Hockey
- Spring Term: Football, Hockey and Cross-Country
- Summer Term: Cricket, Tennis and Athletics.

In addition, basketball, climbing, badminton and gymnastics are taught.

The following sports are available via the school's clubs programme: taekwondo, climbing and golf.

Basic careers guidance and opportunities to gain financial awareness are promoted at the school.

**The Early Years Department** (Nursery and Reception) follow the Statutory Framework for the Early Years Foundation Stage.

There are seven areas of learning and development that shape the educational programmes in our early years setting.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

### **Three Prime Areas:**

**Personal, Social and Emotional Development (PSED)** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect

for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Communication and Language (C & L)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The school also supports the children in four specific areas, through which the three prime areas are strengthened and applied.

#### **Four Specific Areas:**

**Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the World (U t W)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design (EA & D)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In addition, children in the Early Years Department are also taught French, Music, Gymnastics and Dance and Forest School.

Reception take part in swimming lessons from the summer term.

#### **Special Educational Needs:**

Details of how the needs of children with special educational needs are to be met can be found in the school's special needs policy. If a child is identified as having learning difficulties, the level of intervention is determined by the special needs coordinator (SENCO), in consultation with staff and parents. The specific requirements of support and how the child's needs are to be met is documented and regularly reviewed. The school provides a certain amount of support free of charge, although additional support may be

bought in by arrangement between the SENCO and parents. The school's gifted and talented policy describes how the needs of able pupils are met.

**E.A.L.:**

Details of how the needs of children with special educational needs are to be met can be found in the school's E.A.L. policy.

**Term dates:**

The number of days when the school is open is determined by government guidelines, what we feel is appropriate to deliver the curriculum we wish to offer, matching dates as closely as possible with Bromley High School and the term dates of other local prep schools.

**School hours:**

The number of hours of teaching that take place in a normal school week is determined by government guidelines and what we feel is appropriate to deliver the curriculum we wish to offer to different age groups. Pupils in Year 1 receive 1450 minutes lesson time, Year 2 1525 minutes, Year 3-8 1600 minutes and Year 7 and 8 1680 minutes.

This policy also broadly applies to the Early Years Department.

<b>Author</b>	RC/AW	
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