



## Curriculum Policy

The curriculum at South Lee is designed to support our aims with a view to developing children who:

- Have a love of learning and a desire to work hard individually and when working in collaboration with others.
- Ask questions, think critically, wonder at the world, have a genuine curiosity about new situations and make links across areas of study.
- Have the confidence, resilience, perseverance and sense of adventure to make and value mistakes and to learn from them.
- Are self-aware and reflective, enabling them to identify next steps and set aspirational goals.
- Value, support and contribute to the school and wider communities outside of lessons.
- Have a strong appreciation of the arts and the cultural and spiritual dimensions that add richness to their lives.
- Have a strong moral compass, all learn from one another and appreciate and celebrate each other's successes.
- Make informed decisions to maintain healthy lifestyles and relationships.
- Are creative leaders who develop solutions and seize opportunities.
- Are prepared for and achieve successes in gaining places at their chosen future schools, whether through Common Pre-Tests, individual school entrance tests or through scholarship exams.
- Are economically, environmentally and socially aware and their emotional maturity leads them to be prepared for the opportunities, responsibilities and experiences of life in a British Society.

### How Do Our Children Develop These Skills?

South Lee provides children with a linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. No one subject is more highly valued than another, but all have their place in a balance of studies that is carefully reviewed on an annual basis. Throughout all subjects, we promote fundamental British Values and prepare children for the responsibilities, experiences and opportunities of life in a British society (for further details, including specific examples of how we do this, see SMSC and British Values Policy). Details of the current balance of studies can be found in the Curriculum Plan.

We have a commitment to listening to the views of our children and undertake pupil surveys annually to ensure our children have the opportunity to express their views on our provision. We then analyse and respond to this information, making adjustments in areas highlighted through their responses. This structured approach, along with an open and reflective ethos ensures that we are constantly reviewing and refining our curriculum with the children at the centre.

## **Personal, Social, Health, Economic and Emotional Education (PSHEE)**

At South Lee School, we encourage children to strive to be the best they can be both in and outside of the classroom. Being part of a community is at the heart of South Lee and valuing each other for our talents and contributions is also important. Students are helped to develop a zest for life. Children are encouraged to respect other people, with particular regard to the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Themes such as curiosity, tolerance, authenticity are discussed and celebrated and the school works hard to promote Fundamental British Values throughout school life.

All of these aims are referred to or explicitly discussed as part of the many aspects of PSHE education provided at South Lee.

PSHEE is delivered in a variety of ways:

- PSHEE lessons
- Form Time
- Special events
- Regular Assemblies
- Guest speakers / talks
- Other subjects within the curriculum
- Pupil Voice opportunities such as School Council / Food Committee / Pupil Academic Focus Group

To inform our work we are members of the PSHEE Association and have based our schemes of work on their suggested schemes of work focussing on the three key areas of:

- Health and Well-being
- Relationships
- Living in the Wider World

This approach supports pupils to develop skills in Personal, interpersonal and social effectiveness as well as in managing risk and decision-making. All of our PSHEE teaching in the prep school is aligned by themes, so that we have pastoral themes which run across the school. This allows assemblies to be focussed on the areas currently being covered in PSHEE lessons.

These themes are:

- Rights, responsibilities and cultures
- Health and Safety
- Relationships Education, Relationships and Sex Education (RSE) - see the RSE Policy and PSHEE Handbook
- Money
- Sense of Self
- Respect
- Managing Risks
- Personal Safety

## **Outside of Lessons**

All pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and the wider community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and personal development. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are an integral part of growing up.

Through lessons, enrichment activities, pastoral care and committees such as the school council, they also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

To ensure pupils' personal, social and emotional development we aim to create a friendly, supportive atmosphere, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to teamwork and independent learning.

Careers advice is presented in an impartial way, giving children information to help them make informed decisions about a wide range of careers so that they can lead fulfilled lives. This is outlined in our Careers Policy. We have a comprehensive future schools system that supports children and parents to specifically select an appropriate future school based on each child's individual strengths and interests. We encourage parents and the wider school community to speak to our children about their career paths and we take advantage of local careers information opportunities (eg. STEMFest).

## **Curriculum Organisation**

We are moving towards a system where schemes of work are written and reviewed by Subject coordinators. The curriculum content in English and in Maths is largely driven by the Common Entrance Syllabi, although we no longer have any pupils who are required to sit the CE by their senior schools. This has enabled teachers to explore more breadth within their subject areas and to respond to the school's aims and pupil feedback more effectively. For other subjects, the ISEB syllabi, alongside the national curriculum and our own in house curricula are used to ensure an appropriate level of challenge and high expectations across all subjects, while keeping up to date with the latest research and an appreciation of the breadth available within each subject.

Details of the content of each subject is available through our Curriculum summaries. However, due to Covid-19 and the impact this had on our teaching sequence as well as on the children's learning and progress, there have been some changes to teaching sequences this year to accommodate the need to address gaps in knowledge and skills. As a result, our teachers have adopted a flexible approach to their teaching sequences this year to deal with these gaps.

At South Lee, we are members of IAPS and compete in fixtures in District 9. Within our area fixtures are traditionally single-sex so we have Boys and Girls teams for our competitive sports. Due to the current Covid-19 restrictions and our own risk assessment, our children have not participated in any fixtures since March 2020, however, due to the uncertainties that come with the pandemic, our teams have still been training for fixtures since September. However, we are committed to equal opportunities so we make our sports clubs, PE

lessons and where possible our Games lessons accessible to both boys and girls (subject to our Risk assessments for each sport).

### **Digitally Enhanced Learning**

We are currently working on our Digitally Enhanced Learning strategy, with a phased introduction of technology into the classroom with the specific goal of using digital devices to enhance the learning of children across the curriculum. This is a carefully planned and implemented stratagem, starting in September 2020 with children in Y4-8 bringing in their own devices for use in class for research purposes. Subsequently, teachers will receive and be trained in the use of devices to enhance their teaching. Our ultimate goal is for children in Years 3 to 8 to have their own (1:1) device, which they will be able to use in all lessons. Children in Reception to Year 2 will access a shared bank of devices for the same purpose. We are looking to develop our teaching and learning, making use of technology in a planned and evidenced way, but only when it will enhance the learning of our children. For example, we will ask them to record and analyse their bowling technique in cricket, use a book creator and video capture to go on a bug hunt, record their findings and analyse and present the outcomes.

### **EYFS**

South Lee Early Years Department follows the Statutory framework for all Early Years Foundation Stage (March 2017). The framework states that learning and development requirements comprise seven areas. These shape the educational programmes in Early Years settings. Further information can be found in the Early Years Curriculum and Supervision document and in our Curriculum Plan.

### **Thursday Afternoon Enrichment**

Since September 2020, we have changed our timetable to accommodate 9 or 10 lessons a day (EYFS and PP – 9, Prep – 10), undertaken a thorough review of the balance of subjects and introduced our Thursday afternoon enrichment programme. We have introduced subjects, experiences and opportunities to add breadth to our usual curriculum offer. These have included: First Aid, Study Skills, Philosophy, Craft and Enterprise, Design Technology, Forest Schools, Music Makers, our Leadership programme. Going forward, we plan to add Swimming (COvid-19 restrictions permitting) and Classical Civilisations, to this list. This is also a time when the children can participate in co-curricular opportunities, productions, trips etc, without disruption to their normal curriculum.

### **ISEB Project Qualification**

The Extended Project Qualification is an accredited and widely recognised qualification that is used widely by senior schools. It allows pupils to choose a topic, plan, research, develop their idea and present their findings at GCSE level. The Independent Schools Examinations Board (ISEB) are developing an age-appropriate version of a project qualification, the ISEB Project Qualification (IPQ). This will allow for the development of research skills and the delivery of a presentation which may be related to any of the subjects which are assessed or to other parts of the curriculum, e.g. the creative and performing arts. Last year South Lee was amongst a small group of Prep School who piloted the IPQ. This year we intend to run this project again with our Year 7 children to support the development of their skills in these areas in preparation for their move to senior schools where these skills become crucial. The learnings from the pilot have informed the Study Skills programme we deliver as part of our enrichment afternoon.

## How Do We Teach the Curriculum?

Children at South Lee are usually taught in classes of up to 20 children. Classes are generally mixed ability, with the exception of setting in maths, where pupil numbers allow. We introduce specialist teachers in some subjects from EYFS, with the number of sessions taught by specialist teachers increasing as children move up the school. Full details of teaching arrangements can be found in the Curriculum Plan. The school expects high standards of teaching and educational practice. The teachers at South Lee are expected to teach well-planned lessons that make effective use of class time in order to ensure that all children make progress.

We spend time carefully researching, planning, trialling and evaluating any new initiatives. We take an evidence-based approach to curriculum developments, ensuring staff are in the habit of reflecting on the effectiveness of their practice in all areas. A regular cycle of observation, review and professional development supports teachers.

## Spiritual, Moral, Social and Cultural Education (SMSC) and British Values

Developing children's spiritual, moral, social and cultural education is at the heart of the ethos of South Lee and is woven into every area of the curriculum. For full details of our SMSC teaching, please see the SMSC and British Values Policy.

## Study Skills

In each subject, teachers develop not only content knowledge but skills for study, helping the children to learn how to learn. For example, how to use mind-maps to plan or revise, how to structure written work, how to research and critique sources, how to learn vocabulary. We also hold have Study Skills sessions as part of our Thursday afternoon rotation.

## Engaging and Motivating

Teachers aim to develop a love of learning in the children. Learning experiences are designed to be meaningful, engaging and challenging. This might be through planning trips and events, building up to performances, allowing children to choose their own topic and questions for study, learning through investigations, connecting work to current affairs or real-world contexts and building on the children's own interests as a starting point for study. Particular events that inspire the children and bring together the different strands of learning include:

- Science Week (in which we have a week-long theme, parents in to work with their children and a celebration event at the end of the week),
- Evening of Music and Verse and Tea-Time Tunes (children performing individually or in groups),
- Drama productions for every year group annually
- STEM Workshops at school and at BT's Adastral Park
- Music Days at local schools
- Participation in national competitions (such as the Junior Maths Challenge or Bebras),
- 'Viking Day' in Y3

## **Differentiation**

We challenge each child at the appropriate level for them as individuals. Teachers are therefore expected to differentiate work, so that children are being challenged at the right level in order to ensure that all children make progress. Work is differentiated in different ways, including adapting tasks for different ability levels, providing different mark schemes to focus work at an appropriate level, questioning at different levels, giving specific roles, offering pupils creative choices in the format of their output, providing extension projects or support for homework. For further information about our extension of children, please see our More Able Children Policy. For further information about our provision for children with an additional language, please see our English as an Additional Language Policy.

## **Knowing the Child**

We have strong frameworks in place for knowing, communicating about and acting for each child, including:

- Individual Action Plans for every child, which are formally reviewed at the end of each term;
- Weekly Prep and Pre-Prep meetings to discuss the children and develop strategies to support them better and ensure that they make progress;
- Weekly staff meetings to communicate information about children that will improve our care for them;
- Termly pupil review meetings in which children's progress in individual subjects can be shared, discussed and improvement planned for;
- A programme of work reviews in order to plan how to improve our teaching, curriculum or the progress of a child;
- Observations of individual children in class not only by the class teacher but also by middle or senior leaders and individual needs teachers as required in order to inform action planning;
- Care plans for children where a medical need requires a particular plan of intervention;
- Individual Education Plans for any children with a learning need that identifies the key actions and strategies for them. These are summarised on the children's IAPs. For children with an Education and Health Care Plan granted by the Local Authority, we will write Individual Education Plans that detail targets and strategies for support and are reviewed each half term. For further information about our support for children with learning needs, please see our SEN Policy.
- A range of formal and informal assessments, the results of which are analysed and used to inform the discussions and processes above. Full information on the role of assessment at South Lee can be found in our Assessment Policy.

The children do not need to know of these processes explicitly but they know that they are known and noticed, and the security they have in their relationships with teachers who truly know them and care about them is the springboard for their learning and the guarantee of their well-being. The warmth of our school and the way in which our children are known and cared for is one of the noticeable features often commented upon by visitors to our school.

## **Development Planning**

The whole school development plan sets out the school's departmental and cross-subject developments. New developments begin with writing a 'Terms of reference' that detail the background, aims and success criteria for a development as well as how the development will be achieved and in what timeframe. The Terms of Reference are discussed with the Deputy Head and must be approved by the Head before being added to the school development plan. New developments may arise through: departmental review (either formal reviews or through the routine observation, review and discussion with the Deputy Head); comments, suggestions or reflections made by children or parents; interests, research or experiences of individual members of staff; research into latest developments and educational theory.

## **Evaluation and Review**

In addition to the evaluations of school developments, Teaching and Learning is evaluated and developed through an ongoing process of departmental and teacher review, led by the Deputy Head working with Subject Co-Ordinators. Due to Covid-19, there has been some disruption to our developments in this area, however the processes we are developing will involve:

- Half termly work reviews led by Subject Co-Ordinators.
- Termly meetings of each individual Subject Co-Ordinators with the Deputy Head to discuss work reviews, observations, assessments, children and teacher feedback and developments.
- Meetings will be recorded and development plans will be updated following the meeting.
- Peer lesson observations within departments.
- An Annual cycle of formal lesson observations for each member of staff by Senior and Middle Leaders. Feedback on these observations will be analysed by the Deputy Head to inform development planning.
- Departmental meetings, Discussions with pupils and an Annual Balance of Studies review, written by the Deputy Head.

## **Roles and Responsibilities**

Under the guidance of the Head, the development of Teaching and Learning at South Lee is the responsibility of the Deputy Head. The Deputy Head reviews the Curriculum and Balance of Studies on an annual basis, manages and oversees the Academic sections of the development plan and is responsible for working with a team of teachers who review and analyse the academic progress for individual children.

The Deputy Head manages other members of staff with responsibility for individual subjects (Subject Co-Ordinators). Subject Co-Ordinators are responsible for curriculum development within their subject. This includes reviewing and updating the schemes of work, developing the curriculum in the light of research and whole school developments, reviewing the work of pupils and managing assessments within their subject. The Deputy Head also manages and oversees members of staff who are responsible for specific developments within school (Heads of Prep and Pre Prep and the Nursery Manager) in relation to all academic matters.

## **Linked Policies**

This Curriculum Policy should be read in conjunction with the following additional policies and documents:

### **Curriculum Plan**

### **SEN Policy**

### **More Able Children Policy**

### **English as an Additional Language Policy**

**Early Years Curriculum and Supervision**  
**Assessment Policy**  
**Reporting Policy**  
**Spiritual, Moral, Social and Cultural Education and British Values Policy**  
**RSE Policy**  
**Careers Policy**  
**PSHEE Handbook**  
**Teaching and Learning Policy and Guidance**