

**SINCLAIR HOUSE SCHOOL**  
**CURRICULUM, TEACHING AND LEARNING POLICY**

**This Policy, which applies to the whole Prep school including the Early Years Foundation Stage (EYFS), is publically available on the School website and on request a copy may be obtained from the School Office.**

**Legal Status:**

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations, 2014 enforced 5th January 2015.

**Applies to:**

- the whole Prep school including activities inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietors and volunteers working in the school

**Related Documents:**

- Differentiation Policy, Special Educational Needs and Disability Policy (SEND) Policy, English as an Additional Language Policy, Educational Visits and Off-Site Activities Policy, Behaviour and Discipline Policy, Assessment Policy, Marking Policy, Homework Policy, Policy for Raising Achievement, Gifted and Talented, Social, Moral, Spiritual and Cultural Policy, Preventing Extremism and Tackling Radicalisation Policy.
- Subject Policies including, where relevant, Schemes of Work (Programmes of study).

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The Headmistress and Academic Deputy Head is responsible for the day to day organisation of the curriculum. They monitor and review medium-term plans for all teachers, ensuring that all classes are taught the requirements of the courses and there is appropriate coverage.
- The Headmistress will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than **April 2020**, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Introduction**

Our school aims to be a well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. It is the aim of Sinclair House School to provide a broadly based academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission. 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.

The School provides an academically challenging environment, which is vibrant, happy, creative and stimulating. Our Teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. The educational journey at the School is organised into The Early Years Foundation Stage (EYFS) and The Preparatory Department, which is formed of Year 1 to Year 6.

**Values**

Our school curriculum is underpinned by the values that we hold dear in our school. 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. The curriculum seeks to promote the reputation of Sinclair House School as a school with excellent standards of study, which prepares pupils for a life-long involvement in learning. Its curriculum prepares 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 in our school. 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 these values, the curriculum will seek to reinforce the following features of Sinclair House School:

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

### **Aims and objectives**

We believe 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 and our learning environment, we aim to:**

- ensure that children develop a self-image of themselves as capable learners;
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people;
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens;
- We ensure that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Above all, we believe in engendering in young people a love of lifelong learning. Sinclair House School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

**Linguistic** (including English, French and Spanish): this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, writing and reading (including phonics screening checks at the beginning and end of Reception and again at the end of Year 1). Further monitoring and the implementation of phonics/spelling/reading booster sessions for children who need further support are available throughout all key stages.

**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** 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** 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:** this area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

**Physical:** 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:** this area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including Art and Design Technology,

Music, Drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. We have regular musical and drama events throughout the year, including: School Productions, Remembrance, Christmas Carol Service and Nativity Play, Easter Service, Art Exhibitions, external and internal musical concerts, and class assemblies.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the timetable. When allocating lesson times, we acknowledge current best practice for pupils within our age range. The time allocation for Computing is incorporated into the planning for other areas of the curriculum as well as timetabled as an individual lesson from Year 4 upwards.

### **Auditing**

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?

### **Standards of Attainment**

We carry out standardised testing using GL assessments (Maths, English, Reading and CAT4) in Year 1-Year 6 and CEM baseline in Reception. The GL assessments that we carry out produce data analysis each year and we use the data provided to find out how well pupils in our school are achieving as well as helping to highlight the ways in which individual pupils learn best. Termly pupil progress meetings are held with all teaching staff linked with individual year groups to create a summary overview document of all children, documenting their attainment and promoting discussion around those who may need additional support and strategies we can put in place. GL assessments are in addition to end of unit tests within Science and Maths. In English, we use 'Cold' and 'Hot' writes termly to assess progress in writing, as well as children producing regular independent writing across a range of genres. We track our assessment results across subjects, which highlights how they compare to each other in terms of who is achieving consistently high marks and who is in need of extra support and/or those who are demonstrating more able, gifted or talented levels.

We analyse all our statistics and data from our school assessment tracker, the data from the GL assessments and teachers' ongoing assessment of their pupils 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 or who are gifted and talented?
- Comparing expectations and estimates with final results.

### **Effective Teaching**

When we are teaching, we focus on motivating all children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use our curriculum map and subject curriculums to guide our teaching. This reflects the aims, objectives and values of the school, and details what is to be taught to each year group to ensure full curriculum coverage. We value each child as a unique individual, and Teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In our 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 (unique to each teacher which means they are not expected to produce a 'traditional' lesson plan), 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 through varying levels of support and, where necessary, task, 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.

In our lessons, we ensure that the learning objectives are shared with and understood by the children and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do in order to succeed and achieve. It may be that these success criteria are decided jointly with the children, to ensure that they have full understanding of them. Learning objectives and success criteria will normally be displayed in lessons. The purpose of the teaching at Sinclair House School:

- enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; and
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

We also ensure that our framework for pupil performance is evaluated, by reference either to both our own school aims as provided to parents and, where appropriate, GL assessment.

### **Effective learning**

We acknowledge people learn in many different ways and respond best to different types of input and resources; we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning is by developing a positive atmosphere in which pupils feel safe and feel they belong; an environment where they can access appropriate resources, but in which they enjoy learning knowing they will succeed (because they know the challenge will have been set at the right level). All teaching is 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 share the learning journey;
- the lesson should use a range of appropriate resources so that all pupils can access the learning;
- 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 Computing; fieldwork and visits to places of educational interest; watching media and responding to musical or tape-recorded material; debates, role-plays and oral presentations.

We encourage pupils to take responsibility for their own learning and to be involved as far as possible in reviewing and reflecting on how they learn, focusing on 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 (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the pupils (LO – see below);
- sharing or creating learning outcomes with the pupils (SC) 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 in English and Maths: SMART (specific, measureable, assessable, realistic and given in time);
- pupils understanding how well they are doing against the Success Criteria 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 details what is to be taught to each year group. We base our planning on our knowledge of the pupils' level of attainment (standardised results, including CAT4, PiE, PiM and NGRT; formative assessments; and summative assessments). Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to consider the abilities of all their pupils; this information can also be shared and discussed at weekly staff meetings. Our prime focus is to develop further the knowledge and skills of the pupils. When planning, we give due regard to information and targets contained in pupils' Individual Learning Plans (ILPs) so that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access the curriculum; the SENDCo is responsible for co-ordinating and supporting the implementation of these plans with the teacher(s). For children receiving EAL tutoring within the school, all Teachers work closely with the EAL tutors to ensure progress is made. 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; the Academic Deputy oversees the co-ordination of the EAL tutors and support. 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 Sinclair House School is of the highest possible standard. Planning appraisals are carried out by the Academic Deputy who checks medium- term planning up to date and lesson evaluation is happening. If necessary, a teacher can carry out a specific plan to support or extend a child and the Academic Deputy is notified of this plan.

### Targets

Pupils have ongoing targets in Maths and English. In English, these are generally set at the end of a unit when the children have completed an independent write. In Maths, targets should be based on times tables to ensure that they are relevant at all points of the children's learning journeys. If necessary, teachers may decide to set further targets for specific pupils; these are often in the case of pupils significantly below or above their year group expectations. Teachers consistently review pupil targets and the pupils self-assess the success of their targets; once targets are achieved, pupils are given a new target(s) to work towards. Teachers monitor the self-assessment of these targets and ensure the targets set are clear and relevant to the specific pupil.

### Lesson planning

Our lessons have clear learning objectives (LO), based on the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum and the Independent Curriculum.

Our medium-term lesson plans show coverage of topics and learning objectives, including SMSC and key information about pupils (including SAS scores) and learning styles (as informed by CAT4 tests). This ensures that teachers have the pupils' levels of attainment and learning styles at the forefront of their minds and can plan accordingly. Children self-assess at the end of their lessons as part of their plenary and an open dialogue is fostered between class teacher and student with regards to success criteria not met. We evaluate all lessons, so that we can modify and improve our future teaching; these 'feedforward' forms also take into account celebrations and next steps at a whole-class, group or individual level.

### Curriculum planning

We plan our curriculum in two phases: a learning map (the long-term plan for the year) and a medium-term plan for each subject. The learning map indicates what topics are taught in each subject across the whole academic year in each year group.

- The medium-term plans give clear guidance on the unit, learning objectives, SMSC coverage and any cross-curricular and/or computing links.
- In the Foundation Stage and at Key Stage 1 we encourage an inter-disciplinary, cross-curricular topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- The Key Stage 2 curriculum at our school also encourages the inter-disciplinary topic approach where possible (e.g. in Art and Design) but due to the demands of 11+ and Year 6 exit school preparation, a greater priority is placed on 11+ coverage in English and Maths. Key Stage 2 pupils have specialist teachers for Science, Art& DT, Music, Drama and Sport. Over the three terms of the academic year, each child has the opportunity to experience the full range of National

Curriculum subjects. We use the Independent Schools Examination Board (ISEB) curriculum and National Curriculum to inform our planning.

- In our curriculum planning, we ensure children's progress can be consistently identified and monitored. All subject areas contribute to a child's progress and our school believes that all children need to make good progress in all curriculum areas in order to develop to their true potential.

**Learning maps:** provides an annual overview of what content of the curriculum will be taught, with teachers extracting from the appropriate year group's curriculum that which they aim to cover. The learning maps are reviewed, discussed and updated by our Deputy Heads, following liaison with all teaching staff. Learning maps are shared with parents at the start of the school year, following the Parent Welcome Evening.

**Medium term planning:** indicates when the material will be delivered and are prepared on a termly basis from the learning plans and in response to individual group needs. The medium-term plans include teaching objectives, SMSC, cross-curricular and/or computing links, and any necessary individual pupil learning information.

All planning is discussed with and checked by the Deputy Heads. Where appropriate, the Academic Deputy supports teachers' planning and needs. Regular meetings are held within 'subject departments' to ensure all staff are happy with and can reflect on what they are teaching, have the opportunity to learn from one and other, and can ask questions or give suggestions.

### **The Early Years Foundation Stage (EYFS) (Please see our EYFS Policy)**

The Foundation Stage, which in our school covers the development of children between the ages of two and five years, is based on the Montessori philosophy and method for the Nursery setting and for the Reception class, the National Curriculum and EYFS Statutory Framework.

Play underpins the delivery of the EYFS Curriculum across all settings. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook* (Standards and Testing Agency, 2014, reviewed in April 2017). The EYFS curriculum is organised into seven areas of learning; three prime areas and four specific areas:

- Three prime areas
  - Communication and Language; Physical Development and Personal, Social and Emotional Development
- Four specific areas
  - Literacy; Mathematics; Understanding the World; Expressive Arts
- Seven areas of learning
  - Physical development; personal, social, and emotional development; literacy development; mathematics; understanding the word; expressive arts and design

### **Effective Ethos, Classrooms and Learning 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 opportunities 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.

Our classrooms are attractive learning environments. We change displays frequently, so that the classroom reflects the topics studied by the children and supports their new learning. All classrooms and our library have a combined range of dictionaries and of both fiction and non-fiction books, as well as displays relating to the subjects taught in that particular room. We use displays as resources for learning, often providing prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. We ensure that all children have the opportunity to display their work, for example on the 'Wow Wall' which celebrates children's work and changes on a weekly basis. We aim to provide a learning environment which is: challenging and stimulating; peaceful and calm; happy and nurturing; organised and well-resourced; makes learning accessible; provides equal access and inclusion and provides a professional working atmosphere.

### **Enrichment opportunities**

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs which operate after school. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from academic, drama, art, musical and sport clubs to outdoor, friendship and homework clubs.

**The Academic Deputy and other members of the senior leadership team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:**

- appraisal of teachers, involving lesson observations and looking at pupils' progression through department meetings where examples of books are shared;
- team teaching and working alongside teaching colleagues;
- leading lesson review and reflection activities, when teachers plan, observe and evaluate their children's learning together;
- talking to children about their learning in lessons and monitoring pupil assessment data;
- ensuring that staff development and performance management policies promote good quality teaching;
- developing and monitoring curriculum maps;
- monitoring the effectiveness of the school's teaching and learning policies through the school self-review processes;
- in liaison with the Principal, who is also the Proprietor, promoting and developing the process of school development planning.

- ensure that the school buildings and premises are best used to support successful teaching and learning.

As we are a small school, we do not have individual Head of Departments. Instead, key areas of the curriculum that need review are identified by SLT, led by the Academic Deputy and informed by the input and feedback of all staff, which are then prioritised and turned into 'projects' with allocated time frames. As part of their commitment to TS7 and on-going development, staff select a project to work on, linked to their areas of interest/expertise for school development and improvement.

### **Lesson Observations**

Lessons may be observed by members of SLT or peer to peer, dependent on areas of focus in the SDP. Newly Qualified Teachers (NQTs) are observed at least once each half term with regular progress review meetings with their tutor. The observer notes the strengths and areas for development and gives a copy of this information to the teacher. SLT 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 lesson observation focuses on the teaching standards and in particular, takes account of:

- how well are tasks 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 and peers 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.

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

In our school, we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. 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. 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. Sinclair House builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school promotes SMSC and prevent extremism, please see our: *'SMSC' and 'Preventing Extremism and Radicalisation'* Policies.

### **Personal Social, Health and Economic Education (PSHEE) and Citizenship** (also please refer to our PSHEE policy)

Each child's Personal, Social, Health, and Citizenship education informs all aspects of the school day. 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 to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

### **Children with Special Educational Needs and Disabilities (SEND), including Pupils with a Statement of Special Educational Needs and/or Educational Health Care Plan (EHC)** (More details are found in our SEND Policy):

Our curriculum is designed to provide access and opportunity for all children in the School. 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 follows the steps as detailed in our SEND Policy. During this process, the teacher will provide resources and educational opportunities, which meets the child's current needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (ILP), which is reviewed termly by the school SENCO, teacher and parents. If appropriate, the SENCO will apply for an EHCP for the child together with the necessary external agencies.

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

We are committed to providing students who require English as an additional language with the necessary support and teaching. Where this is required, an appropriate programme will be implemented and when necessary, an external EAL teacher will be introduced to the programme.

### **Auditing our curriculum: teaching and learning**

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 11+/exit school process, 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, building 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;
- the views of our pupils, parents and staff;

### **Expectations of Staff**

Staff are expected to actively promote the curriculum aims by:

- having high expectation of all pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupil's skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents' evenings.

### **Religious Education**

Religious Education is available to all pupils in the curriculum.

### **Sex and Relationships Education**

The School provides Sex and Relationships education in the basic curriculum in which 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 (PSHEE) 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 children 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 within certain areas of the curriculum and through the exploration of current affairs during form time. All political issues are presented in a balanced manner.

### **Games**

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

### **Educational visits**

The curriculum offers a series of educational visits that deepen the pupils' understanding of the world around them. 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. These include both day and residential visits which enrich our curriculum planning. 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.

### **Extra-curricular activities**

The School has an extensive programme of activities that take place outside the formal curriculum.

## **Homework**

We recognise the importance and value of homework as an extension and consolidation of classwork. We have a separate Homework Policy and parents receive a homework timetable. Homework assignments can be varied in line with the competency of the pupil. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class. The School sets homework as appropriate. Parents are encouraged to read every day with their children in all year groups.

## **Transition Support**

We ensure all children are prepared for their transition into the next academic year and Key Stage. All 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. We have a transition morning at the end of each academic year, where children spend the morning with their new teacher. Parents have the opportunity to meet their child's new teacher at the start of the new academic year during the Parents' Welcome Evening. Pupils in Year 6 receive both academic and pastoral support for their transition to senior school; they are prepared for their exams and interviews, and the PSHEE scheme focuses on change into the senior school environment.

While we do not specifically instigate careers advice, 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.

## **Concerns and complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Class Teacher. If the issue is not resolved parents should contact the Headmistress. The School has a Complaints Procedure in place, which is in the policy available to parents and is mentioned in the Parent Handbook.

## **Academic Excellence and Public Examinations**

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

## **Communication with Parents and Guardians**

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. When children are in Year 5, the 11+ team (Headmistress, Academic Deputy and Y5 teacher) at Sinclair House School provide advice to parents about the progress of pupils in their studies as well as a list of potential exit schools.

We inform parents and guardians about what and how their children are learning by:

- holding Parents' Evenings to explain our school strategies and pupil progress;
- 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 and key dates for the diary;
- sending termly effort and attainment reports to parents and guardians and at the end of the academic year, explaining 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 (in particular, we suggest support for older pupils with their projects and investigative work);
- being available - we have an open-door policy;
- strong lines of communication with parents living overseas;
- regular, available email correspondence and telephone communication.

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We expect 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;
- fulfil the requirements set out in the homework agreement.

Sinclair House is a school characterised by academic excellence, expert pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and ambition that are the

hallmarks of our school.

Signed:



Mrs. Carlotta T.M. O'Sullivan  
Principal

Date reviewed: January 2021

Next review: September 2022