



Lancing College

Preparatory School at Hove

Curriculum Policy

2017-2018

Definition of the ‘curriculum’	3
Aims of the academic curriculum.....	4
Organisation of the academic curriculum, and how this helps us fulfil our aims	7
Teaching and learning.....	11
Staffing.....	12
Management	13
The Role of the Head of Department	13
Monitoring	14
Development.....	15
References to further policies	18
Review	19

Definition of the ‘curriculum’

The ‘curriculum’ in its generally-agreed sense is that studied during lessons at Lancing College Preparatory School. The academic curriculum refers to the discrete subjects studied by older pupils, and the areas of learning in which our younger pupils are immersed. This is complemented by the extra-curricular, which encompasses games, activities, clubs, pastoral time, and the abstract but tangible embodiment of the ethos of the School through our everyday conduct.

This policy applies across the school, including the EYFS.

Aims of the academic curriculum

The academic curriculum aims to provide:

- (a) *full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;*

We do this by operating a carefully-planned, full-time, supervised programme of academic and extracurricular education. The range of subjects covered ensures that all the experiences above are given to all pupils.

- (b) *subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;*

The curriculum is planned in order to do this. Schemes of work are planned in acknowledgement of the National Curriculum, the Common Entrance and Common Academic Scholarship syllabuses and our own knowledge and expectations of pupils. We currently have no pupils with an EHCP.

- (c) *pupils to acquire skills in speaking and listening, literacy and numeracy;*

Our academic curriculum does this across the spectrum of subjects. There are further opportunities to develop these skills outside the classroom in a variety of activities including Politics and Debating, Code Club, Drama lessons, and through use of the library.

- (d) *where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;*

Our principal language of instruction is English.

- (e) *where a pupil has an EHCP, education which fulfils its requirements;*

We do not have any pupils on EHC plans. Our SEN Policy indicates our provision for those pupils identified as having special educational needs.

- (f) *personal, social and health education which reflects the school's aims and ethos;*

Our Personal, Social, Health & Economic Education policy and scheme of work indicate the ways in which the study of this subject reflects and articulates the school's aims and ethos. This is true of the wider curriculum (see below).

(g) *appropriate careers guidance for pupils receiving secondary education;*

Careers education is catered for through visits and talks from speakers from a variety of backgrounds, as well as through the PSHE curriculum. Recent years have seen visits from journalists, lawyers, firemen, authors, scientists and religious leaders.

(h) *where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;*

We have no pupils above compulsory school age.

(i) *all pupils to have the opportunity to learn and make progress;*

This is central to our ethos. As a non-selective school, opportunities are available to all. Children's progress is tracked and discussed regularly, and in minuted formal meetings at least twice yearly.

(j) *adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.*

Our curriculum and extra-curricular activities are designed with this as an ultimate aim. More immediately, as a preparatory school we work to ensure that pupils are well-prepared for the demands of life at senior school.

The curriculum further aims to support, through the acquisition of knowledge, understanding and skills, the aims of the School, and in particular:

- *To provide an education for boys and girls aged 3 to 13 which inspires a desire for excellence and which enables them to develop independent, searching minds and to realise their full academic potential.*
 - In particular, our curriculum equips pupils with the knowledge and understanding to cope with the most demanding of senior school curricula.
- *To preserve and promote the Christian values which lie at the heart of the foundation of the School.*

- In this way, we hope that a positive approach supports learning. We aim to develop the trust between teacher and pupil in order that pupils feel confident to ask for, and trust, the advice of all school staff.
- *To assist boys and girls in their journey from childhood to adulthood, giving appropriate guidance and responsibilities and preparing them for their departure into an adult world.*
 - We aim to develop the necessary academic and organisational skills for pupils to flourish in a demanding environment.
- *To give each child the opportunity to experience a wide variety of activities which are not part of the examined curriculum and to encourage an interest in sport, music, drama, community service and other pursuits through the provision of excellent facilities and supervision.*
 - We believe that, as pupils leave us at the age of thirteen, raw academic results, while undoubtedly important, only tell part of the story. The self-efficacy of our pupils, and the confidence with which they go on to tackle new and stern challenges, is our paramount aim, which we hope to achieve in a Christian atmosphere of love and mutual support.
- *To provide a safe, welcoming, supportive and tolerant environment in which each pupil feels valued as an individual and, in turn, learns the importance of tolerance and consideration towards others.*
 - We believe that this facilitates the achievement of our other aims.
- *To help each child to realise the importance of contributing to the community, both inside the School and beyond and to ensure that the wider community benefits from the existence of the School.*
 - We aim to exploit academic opportunities to do this, engaging in particular with the Church of the Good Shepherd, Chestnut Tree House, the annual choir singing at Martlets Hospice, the Pavilion and Avenue Tennis Club and many other institutions, as well as through plentiful active charitable activity and fundraising in school

Organisation of the academic curriculum, and how this helps us fulfil our aims

Subjects

We follow the EYFS, and thereafter study all National Curriculum subjects, as well as REP (Religion, Ethics & Philosophy). French is introduced from Year 1, and Latin from Year 6. Senior pupils follow Common Entrance courses in English, Mathematics, Science, French, Latin, History, Geography and RS. This curriculum is enriched by the study of Art, DT, Music, Computing, PE, Games and PSHE, which is delivered in pastoral time as well as through the wider curriculum. See the PSHE Policy for details.

Lesson allocations

There are forty-six thirty-five-minute lessons per week. We have found this to be the optimum lesson length to maintain variety, interest and concentration. Double lessons are often allocated to make maximal use of time.

The allocation of time to different parts of the curriculum is undertaken in consideration of QCA recommendations as well as the particular needs of our pupils in differing age groups, and with particular circumstances. The curriculum aims to make the most purposeful possible use of academic time. Allocation of lessons for younger pupils aims to allow pupils the opportunity to develop key skills while stimulating curiosity and academic interest; in addition to this, lesson allocation for older pupils is made in order to maximise the potential for pupils' successful fulfilment of the demands of Common Entrance or Scholarship examinations.

Lesson allocation in the Prep School is as follows:

Year	English	Maths	Science	French	Latin	History	Geography	RE	Music	Art	DT	Computing	PE	PSHE	Games	Critical Thinking
3	10	10	3	2	0	2	2	2	2	2	2	1	1	2	4	1
4	10	9	4	2	0	2	2	2	2	2	2	1	1	2	4	1
5	9	8	4	2	0	3	3	2	2	2	2	1	1	2	4	1
6	9	8	4	3	2	2	2	2	2	2	2	1	1	1	4	1
7	6	6	6	4	3	3	3	3	2	2	2	0*	1	1 [†]	4	1
8	6	7	6	4	3	3	3	3	1	2	2	0	1	1	4	1

*Computing from Form 7 upwards is taught and employed throughout the curriculum.

[†] PSHE lessons for Years 7 and 8 are taught during assembly time

Time allocation, in hours, in the Pre-Prep is as follows:

Year	English	Maths	Science	French	History (topic)	Geography (topic)	RS	Music	Art / DT	Computing	PE	PSHE
1	7.20	5.00	1.00	0.40	0.40	0.40	0.40	1.20	1.10	1.20	1.20	0.50
2	6.40	5.00	1.15	0.35	0.45	0.45	0.40	1.00	1.20	0.45	1.30	0.30

The remainder of the time in pre-Prep is taken with changing / preparing for lessons outside of the classroom and also for golden time.

Prep

Our curriculum is supported at all levels by prep. Our aims in setting prep are:

- to inspire enthusiasm for knowledge, understanding or skills according to the relevant schemes of work, either by consolidating work covered in class or by preparing for the next lesson.
- to instil in pupils good habits of independent study and planning of time.

Further information on the mechanisms of this can be found in our Prep Policy.

Pupil groupings and class size policy

The optimum class size at Lancing College Preparatory School is 16. This will only be exceeded under exceptional circumstances in which, in the opinion of the Head Mistress, doing so is beneficial both to the needs of the children in that class and to the wider school community. At present there are two mixed-ability forms in all year groups except for Year 1 (1 form) and Year 8 (3 forms), and the plan is to extend this model throughout the School. Years 7 and 8 are divided into a Common Entrance class and a potential Scholars class.

We are a small school, which values the intimate knowledge that we gain of every child. As such, Lancing Prep Hove is committed to mixed-ability groupings in its classes until the differing requirements of examinations in Years 7 and 8 prohibit this. Experience has taught us that pupils learn best in an environment in which they are comfortable. The size of our classes precludes effective differentiation by setting; furthermore, the long-developed relationships between pupils and their teachers and the small class sizes negate the benefits of this. Differentiation is primarily provided by support, not only from the teacher, but also where needed from our SEN department, as well as by VAK balanced activities in lessons and, of course, by task and outcome. .

Able, Gifted or Talented pupils

Pupils of high ability are individually differentiated for and supported by teachers who know them well. Pupils who are identified as being exceptionally gifted or talented are catered for with a variety of events such as additional classes or workshops, but we are aware that with such small classes, the possibility of overlooking able pupils is significantly reduced, and 'gifted and talented' schemes often actually reduce opportunity by restricting exciting openings to the most able. We therefore try, where possible and appropriate, to offer enrichment opportunities such as trips and talks to all pupils who may be interested. See A, G and T Policy for more details.

Teaching and learning

The relationship between teacher and pupil is fundamental to a Lancing Prep Hove education. A pupil will, typically, be taught by the same teacher for a particular subject for a number of years, and the relationship strengthens over time. Teachers, likewise, gain an intimate knowledge of the strengths, interests and learning styles of their pupils. Teaching strategies develop in response to this. Pupils should be taught in an engaging and varied way, but what is most important is that they learn in an individually challenging, yet supportive environment.

Resources are made available in order to achieve this, and each department is allocated a budget to ensure that challenge and support are maintained.

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to maintain attractive and appropriate displays in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. While this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively, that adequate resources are provided and are accessible, and that pupils treat all areas of the School with respect.

As a school we aim to embrace new technology where it serves a purpose, for example in the acquisition of three class sets of iPads in 2013 and a further set in the new school library (2017).

See also Teaching and Learning Policy.

Staffing

The School is generously staffed with teachers. A variety of age and background allows new ideas to be complemented by experience. Teachers are qualified appropriately both for their subject and the age of the pupils they teach.

Teaching staff are supported by a committed and well-qualified Learning Support department, who support the learning of individual pupils both within and outside of lessons. In the Pre-Prep, teaching assistants support the work of class teachers.

Up to and including Year Four, pupils are taught predominantly by form teachers, with specialist tuition in French, Music, PE and Computing. Pupils in Year Five and above are largely taught by specialist teachers, with English and Maths splitting between junior and senior specialists.

In addition to upholding the aims of the School, specific expectations of staff with regard to the curriculum are as follows:

- have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum and the ISEB curriculum;
- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents and the wider community to achieve shared goals;
- keep parents regularly and fully informed about the progress and achievements of their sons and daughters.

Management

The Director of Studies, responsible to the Head Mistress, is responsible for the leadership and management of the curriculum. Each academic subject is led by a designated member of staff, usually the teacher of this subject to the senior forms, who takes responsibility for the development of departmental policies and schemes of work, as well as the departmental budget and liaison with other members of the department. Support is available for colleagues wishing to participate in a variety of professional training courses.

The Role of the Head of Department

Each academic department has a teacher designated to fulfil the following responsibilities with regard to his or her subject. It should be noted from the outset that being a Head of Department in a 260-strong 3-13 prep school is very different from fulfilling this role in a senior school, and indeed that the role varies greatly from subject to subject, from larger departments involving a large number of colleagues across the age range, such as English, to those which are essentially one-man operations.

The responsibilities of the Head of Department are:

- to take overall charge of the teaching, direction and development of the teaching of the subject throughout the School;
- to promote the teaching of the subject and act as its 'public face' throughout the school;
- to be an exemplary classroom practitioner, inspiring and sharing excellence across the department;
- to co-ordinate the work of colleagues teaching the subject throughout the School;
- to meet regularly with members of the department, where applicable, and build a sense of mutual co-operation and team spirit;
- to control the departmental budget in order to ensure that the delivery of the subject is well-resourced throughout the school;
- in consultation with other colleagues, to develop and update annually the Policy Document and Scheme of Work for the subject;
- to remain abreast of, and disseminate information to colleagues regarding, curricular and pedagogical developments, interacting especially with IAPS Area 3 and other professional bodies and organisations;

- to liaise and promote effective working links with Heads of Departments of senior schools, especially Lancing College;
- to exploit opportunities to work collaboratively with other departments within the School;
- to exploit links with extracurricular activities.

Heads of Department 2017-18

English	Sally Bowdler
Maths	Julie Silverson
Science	Carole Cooper
French	Sandra Barber
Latin	Caroline Eagle
History	Laura Marriner
Geography	Lizzie Coutts
REP	Laura Marriner
Art	Sue Roberts
DT	Laura Thorn (acting Head of Dept 2017-18)
Music	Alex Farley
PE	Alun Price
PSHE	Daniel Clifton

Monitoring

Opportunities for sharing good practice exist, both informally within a mutually supportive common room, and formally through the biennial appraisal system. The curriculum plays an important part in this, as staff set targets pertaining to their own curricular subject and evaluate them with their Performance Manager. Staff also evaluate the activities of academic departments in the formative feedback forms submitted to the Director of Studies and made available to all staff after every round of examinations.

In the years between appraisals, the SMT undertake observations of members of the teaching staff in order to evaluate the efficacy of teaching and learning. Attention is paid at this point to the consistency of marking of pupils' work (see Marking Policy).

Development

Timetable

The school operates a teaching day of 10 thirty-five minute lessons, with a mix of single and double periods being taught. Ongoing priorities include the development of facilities and space in order that the timetable continues to work effectively, and the balancing of the demands of the different sections of the school in timetabling. The introduction of timetabling software has enabled the timetable structure to be tested for robustness before publication and also enabling analysis of staff loading, room allocation and subject weighting.

Teaching and learning

At the centre of our approach to teaching and learning at Lancing Prep Hove is the individual knowledge of every child, deployed by the teacher in selecting particular teaching styles and methods. The VLE continues to grow and is used to aid the children's learning both in and out of school. The older pupils find it particularly valuable in supporting revision. The VLE is also used to record prep so that pupils and also parents can see what has been set and due dates. We also hyperlink to mentioned documents or resources if appropriate.

The ongoing priority is to remain abreast of pedagogical developments while retaining the essence of good teaching with the knowledge of every individual at its heart.

Staffing

Having expanded gently but not wholly consistently since 2008, the school is working with 2 form entry, with the aim for 2 forms in each year group. There are still year groups which do not fit this model (current Year 2 and Year 8) and so the staffing fluctuates each year accordingly.

The recruitment of high-quality staff is a priority. As the school and the roles within it develop, so do its needs in terms of staffing. Significant progress has been made in recent years in ensuring that almost all departments are now led by degree-holding specialists. Specialism has been developed in those teaching the younger years in the Prep School. That said, a number of teachers teach subjects other than their specialist area, as is common in many prep schools.

Curriculum allocation

In the Prep school, core subjects make up around 50% of the timetable in Years 3 and 4 to around 40% in Years 7 and 8. Non-core lessons make up around 35% in Years 3 and 4 rising to around 47% in Years 7 and 8. Non-examined subjects cover the remaining allocated lesson time.

Assessment, recording and tracking

The school currently uses CAT4 and MiDYIS testing. The introduction CAT4 testing allows pupils' achievement to be tracked far more closely than had previously been the case, providing information on pupils' potential and how they learn. Teachers are required to give a qualitative analysis of every set of examination data for senior pupils, which has allowed attention to be targeted towards particular problem areas in exam preparation.

We have monitored closely the development of alternatives and complements to Common Entrance, with 11+ pre-testing being a relatively new but important development in Year 6. We shall continue to monitor changes in entrance tests and Common Entrance / Common Academic Scholarship in the future.

Training and research

The expectation is that teaching staff are fully abreast of the latest educational and pedagogical developments, with a varied INSET programme running alongside individual teachers' CPD and a whole school Educare training programme. An INSET budget is deployed in response to this. Over £5000 was spent in 2016-17 on staff training. Last year the staff at Lancing Prep Worthing and Hove combined for an INSET on Resilience. This year we combined again for training on the Challenge 10 Toolkit which is designed to develop effective teaching practice. Training on Mental First Aid, First Aid and Paediatric First Aid have been booked for the summer term.

Educare training Schedule

	2016-17	2017-18
Autumn 1	Child Protection*	Child protection*
Autumn 2	Health & Safety	Equality & diversity
Spring 1	Child Neglect	Child Sexual Exploitation
Spring 2	Preventing Bullying	First Aid Essentials
Summer 1	Online Safety	The Prevent Duty
Summer 2	Data Protection	Fire Safety

*New staff always sit the full Child Protection in Education module in addition to site-specific Safeguarding training from Carole Cooper. Existing staff sit the refresher module.

References to further policies

The following policies provide information relevant to the academic curriculum:

- Prep policy
- Assessment policy
- SEN policy
- Marking policy
- Rewards and sanctions
- Teaching and Learning policy
- Staff handbook

Review

This policy will be reviewed annually by the Director of Studies, in consultation with academic staff. The last review was July 2017 and the next will be July 2018.