



CURRICULUM, TEACHING AND LEARNING POLICY

This policy applies to all sections of Lanesborough School, including the EYFS

1. CURRICULUM

Our School's curriculum is the sum total of all the learning and experiences that influence our pupils' development and progress. Our intention is to fulfil our Lanesborough aims and objectives, thus providing an environment in which pupils flourish because of their learning. The curriculum engages with the pupils' individual needs and offers variety, pace, challenge and enjoyment in relation to age and ability. This learning environment recognises the gender issue of teaching boys only and sets out to develop their academic, physical, social, cultural, spiritual, moral and emotional potential from Nursery to Year 8. The intention is to equip pupils to lead a life that is personally successful by instilling positive attitudes of self, catering for a spread of abilities and learning needs.

Our key curriculum aims are to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Build community

It also reflects requirements for inclusion and equality as set out in the [Equality Act 2010](#). Our aim is to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and develop tolerance and understanding towards each other; have a responsible and independent attitude towards life and to achieve their full potential in terms of academic achievement, creative appreciation and spiritual awareness. Our curriculum incorporates the school's Values and our Learning Habits. (Appendix 1) At Lanesborough the curriculum offers linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning opportunities. The contents of the curriculum are consolidated by the Heads of Departments and the Head of Pre-Prep in their schemes of work with an over-arching Subject Policy Document for each, which do not undermine fundamental British values. Our curriculum has been extended to include fully comprehensive Trips, Clubs and Activities programme to support the curriculum across the different stages.

On the Lanesborough website www.lanesboroughschool.co.uk each subject has a dedicated site. In addition, there is a section entitled Curriculum Notes which briefly describe curriculum plans.

THE CURRICULUM is divided into **several stages** to provide appropriate continuity and progression:

- Early Years Foundation Stage (EYFS)
- Key Stage 1
- Key Stage 2
- Key Stage 3 up to the end of Year 8

The Early Years Foundation Stage

The curriculum in the Nursery and Shell Classes is built around the four principles of:

A Unique Child; Positive Relationships; Enabling Environments; Learning Development; taking consideration of the fact that children develop and learn in different ways and at different rates.

The seven areas of learning and development are covered in the educational programme.

The prime areas of learning are as follows:

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

The specific areas through which the three prime areas are strengthened and applied are;

- Literacy
- Mathematics
- Understanding the World; and
- Expressive arts and design

Work covered in the Early Years is child centred using the Framework for the Early Years. Staff consider the individual needs, interests, and stage of development of each boy in their care, and use this information to plan a challenging and enjoyable experience for each boy in all of the areas of learning and development.

In planning and guiding pupils' activities, teachers focus on the three characteristics of learning and reflect these in their practice and assessment processes:

- **playing and exploring** - pupils investigate and experience things, and 'have a go';
- **active learning** - pupils concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Structured and imaginative play forms an important part in the EYFS curriculum. Adult intervention is for a real purpose and in all areas language is one of the prime indicators of achievement and progress.

Key Stage 1, 2 and Key Stage 3 up to the end of Year 8

The National Curriculum is used as the guiding principle but is tailored to engage with the aspirations of individual pupils and to give expression to a wide range of experiences. It is reviewed regularly according to a formal plan. It must be acknowledged that the divisions below are not intended to be exclusive and need to be read in conjunction with separate subject policies:

- **Linguistic** - This area is concerned with developing pupils' communication skills and increasing their command of the English language through listening, speaking, reading and writing. Lessons are conducted in spoken and written English. In addition, French, Spanish and Latin are also taught to pupils at various stages in their learning journey.
- **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. The knowledge and understanding of mathematics is developed through practical activities, exploration and discussion.
- **Scientific** – This area is concerned with increasing the pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. These include observing, forming hypotheses, conducting experiments and recording findings.
- **Technological** – This area is concerned with the use of information and communication technology (computing and digital literacy), developing, designing, planning and communicating ideas; working with tools, equipment, materials and components to produce quality products and evaluating processes and products.
- **Human and Social** – This area is concerned with people and their environment and how human action now and the past, has influenced events and conditions. Geography, History and Classics make a strong contribution in this area alongside Religious Education which promotes spiritual, moral, social and cultural development. Personal, Social, Health, Citizenship Education (PSHCE) aims to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and develop tolerance and understanding towards each other whatever their back ground; to prepare our pupils for the opportunities and responsibilities of adult life; lead pupils toward confident, healthy and responsible lives, both as individuals and as members of society

as a whole. This area is underpinned by the school's aims and ethos, our Values System and implemented through assemblies, Form and House system as well as other activities such as School Council, and Prefect responsibilities.

- **Physical** – This area is concerned with the pupils' physical development and control as well as co-ordination and tactical skills. The area aims to help pupils evaluate and improve their performance and imaginative responses. Pupils also gain knowledge and understanding of the basic principles of fitness and health. The physical curriculum is covered through Physical Education and Games.
- **Aesthetic and Creative** – This area is concerned with the processes of making, composing and inventing. Whilst it is acknowledged that there are creative elements to all subjects, there is a demand for higher levels of personal, imaginative and practical responses in Art, Music, Dance, Drama and Literature Studies.

THE PROCEDURE FOR IMPLEMENTING CURRICULUM CHANGE

Decisions about planning the curriculum to ensure a balance of the curriculum and a reflection of the aims and ethos of the school can be initiated at any point whether it be formally or informally by a group of pupils, parents, staff or governors. These would be raised at SLT meetings with further discussion with the whole SMT. A normal course of implementation of any major changes will be brought to the Lanesborough Committee of Governors for their approval. Following this, ideas will be put in front of **Heads of Departments at their termly meeting** and ultimately all staff. Where appropriate the views of parents and / or pupils will also be sought. The Director of Studies will discuss these aims with each Head of Department so the decisions are part of their short term plans which will be reflected in their department's **Scheme of Work and the syllabus**. Plans for any necessary professional development of staff or **INSET** are instigated with the support of the Staff Development Officer. Longer term plans will be noted in the Whole School Objectives with details discussed by the Director of Studies with each Head of department formally noting these in the **Educational Development Plan** for each subject. Heads of Departments have at least one termly carefully minuted **Department Meeting** - part of which will be to implement any initiatives. Each department has its unique **Subject Policy Document** which sets out the basic thinking behind that subject with any particular detail referring to that discipline such as the promotion of fundamental British values. **Planning** for the short term is the responsibility of individual teachers, however Years 3 and 4 generally have a weekly meeting to coordinate teaching and learning. Teachers are responsible for their individual lesson planning, however there are dedicated subject folders on the staff shared area to coordinate detailed plans. Part of the **Assessment Policy** aims to evaluate the effectiveness of any new curriculum initiatives, while the member of staff in charge of Tracking Pupil Progress will report on success. The **monitoring** programme supports the implementation of any developments including **lesson observations** and **work scrutiny**. In order for parents to be aware of the

school curriculum the annual **Curriculum Information Morning** (CIM) serves to enlighten them. Each year a different subject is chosen to showcase good practise.

2. TEACHING AND LEARNING

Through our teaching, we focus on the pupils' learning:

- To become confident, resourceful, enquiring and independent,
- To develop positive relationships with peers and adults alike,
- To develop self-respect and respect for ideas, attitudes, values and feelings of others in the school community, the local community and in a broader cultural context,
- To grow into reliable, positive citizens who can make a positive contribution to the development of a fair, just and civil society.
- To recognise the need to prepare for living in the wider British society
- To take pride in their work and the work of others,

We aim to equip pupils to learn by building on their skills, knowledge and understanding in a creative, participatory environment. Classroom displays are changed termly to reflect all pupils' learning; believing that an ordered, stimulating environment sets the climate for motivated learning. Pupils' safety in the learning environment is crucial, with parental permission and risk assessments completed for learning activities beyond the school grounds.

Teachers help pupils to progress so that they can attain the highest level of their personal achievement. Teachers seek to establish good working relationships with all pupils, treating them with kindness and respect, giving equal opportunities to take part in all activities. The school discipline policy supports classroom management. All pupils are expected to comply with these jointly devised rules to promote the best learning opportunities for all. Praise is paramount in order to foster positive attitudes to learning. We conduct our teaching in an atmosphere of trust and respect for all. Teachers are able to attend relevant courses to develop their practice. Teaching Assistants are deployed effectively where appropriate.

Once assessment procedures have been completed on entry, both formative and summative assessment of the curriculum informs teaching and learning at every stage according to the Assessment Policy. The Assessment Policy highlights the main features of the school's marking, record keeping and reporting procedures. This enables teachers to take into account the abilities of all pupils. Teachers and pupils focus on target setting as a basis for progress and all pupils are encouraged to reflect with increasing awareness on their learning. Different learning styles are recognised, while older pupils are encouraged to analyse their own. Those pupils with learning difficulties or with English as an Additional Language are registered by the Learning Support department and teachers are given guidance on how to cater for particular needs in the classroom. The More Able, Gifted and Talented pupils are carefully

monitored by the Coordinator and teachers aim to promote a challenging learning environment throughout the school for those with exceptional capabilities.

We acknowledge that pupils learn in different ways and that pupils need to develop strategies that allow them to learn in ways which suit them best. We take into account the different forms of intelligence when planning teaching and learning styles: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective (Howard Gardiner).

Various methods are employed to create an environment that is open and non-judgemental:

- Investigation and problem solving
- Individual, pair, group work and whole class work
- Questioning and answering
- Use of ICT
- Trips, fieldwork, workshops, clubs
- Variety of media
- Activities which include art, drama, music and sport
- School Council

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn. Academic and often pastoral targets are set with the pupils, which are shared and reviewed regularly.

When evaluating teaching and learning we have agreed to consider:

- Classroom observation / environment
- Sampling pupils' work
- Sharing pupils' work with colleagues, agreement trialling and celebrating success
- Displaying work throughout the school and discussing quality
- Showcasing good practice

Role of the Head and Governing Body

The Head and the Governors support the curriculum throughout the School in a variety of ways including through:

- Allocating resources effectively to support the use of appropriate teaching strategies;
- Ensuring that the school buildings and premises are best used to support successful teaching and learning;
- Monitoring teaching strategies in the light of health and safety regulations;
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensuring that the staff development and performance management policies promote good quality teaching.

Role of the Parents

We believe that parents have a fundamental role to play in helping their children to learn. We inform parents about what and how their children are learning by:

- Parents' evenings
- Reports
- Supportive letters about supporting their children eg spelling strategies, reading, homework
- Holding an annual Parent Information Evening which focuses on a subject area with clear cross-curricular reference
- Year Group meetings at the beginning of each year to explain appropriate procedures
- Curriculum Notes on the website
- The Learning Journey in EYFS and reporting to parents on the Profile at the end of Shell (Reception)

We believe that parents need to work in partnership with the school to support their child in implementing school policies. Parents need to take responsibility for:

- Ensuring their child has the best attendance record
- Ensuring their child is equipped for school for all activities
- Informing the school if there are matters outside of school likely to affect a child's performance or behaviour
- Promoting a positive attitude towards school and learning in general

Equal opportunities and Support (including EHCP)

All pupils have equal access to the curriculum regardless of disability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from prejudice to achieve his full potential.

The School aims to provide learning support to those pupils who are identified as being in need of it. Full detail is available on request in the Learning Support Policy document. Identification can come from the pupils themselves, from staff or from parents. If parents include circumstances which might require learning support in their medical return to the School office prior to their son's entry into Lanesborough, the School office will pass that information on to the Head of Learning Support as well as to the boy's form teacher. In some circumstances, such as dyslexia, dyspraxia, ADHD and ASD, the Head of Learning Support will recommend that parents seek outside professional advice and support. In the case of pupils who have a SEND Education and Health Care Plan (EHCP), classroom support will be provided by the School and funded by the LEA. All new pupils applying for a place in Shell or above, are screened for spelling or reading difficulties, during their initial assessment before they enter the School. Assessment is done by means of nationally standardised tests. At 5+ entry, prospective entrants are formally assessed in numeracy, literacy and non-verbal reasoning. For entry in Year 3 and above, assessments allow determination of a

spelling score and reading comprehension score for each pupil comparable against other children of the same age. On the basis of those results, any pupils who seem likely to struggle because of such difficulties are offered support by the Head of Learning Support. This usually takes the form of one to one support. Pupils are offered specialist literacy input appropriate to their needs and given guidance in study skills. Support can be offered for numeracy and on occasion, in accordance with Occupational Therapy programmes or social skills input set by outside professionals. The Head of Learning Support is also very happy to reassess any pupil who performed well in their initial assessment but whose staff consider them to be likely to benefit from such additional support. Usually, pupils who have had this support go on to be successful in their studies without further assistance.

Preparation for transitional stages:

- a) Nursery Pupils spend recreational time with Shell pupils and most EYFS staff work within the whole department ensuring easy transfer to Shell.
- b) EYFS pupils transition easily into KS1, through rigorous handover meetings, shared curriculum teaching and monitoring strategies, dinner duties and playground supervision.
- c) Our KS2 Transfer Coordinator oversees the programme of visits from Year 2 (Key Stage 1 at Pre-Prep) to Year 3 (Key Stage 2 at the Prep Department).
- d) The majority of pupils take the Royal Grammar School 11+ examinations. Although the content is based on the National Curriculum in preparation for the entry examinations pupils are given a series of practice tests in English and mathematics; a series of lessons in verbal reasoning techniques and formal interview practice.
- e) Most pupils in Year 8 take Common Entrance. They follow a course of study skills, practice papers and mock examinations.
- f) Those taking the academic scholarships in Year 8 are not 'hot housed' in exclusive sets but are allocated to our scholarship programme following intensive analysis of appropriate placement during Year 7. Generally, they follow a scholarship programme concurrently with the Common Entrance candidates which involves practice papers, extension lessons and interview practice.

3. LEARNING HABITS

Our school embraces 'Learning Habits' as a way of defining educational aspirations and targets for our pupils. They provide a framework and common language for pupils, teachers, parents and the wider school community to share when discussing learning and the development of our pupils' thinking. Our Learning habits in Pre-Prep have emerged from the EYFS Characteristics of Effective Learning and include;

- Accuracy – setting high standards and always striving to do ones' best
- Listening – with understanding and empathy. Trying to understand another's point of view.

- Persisting – Persevering in a task to completion
- Independence – Thinking independently; ‘3 before me’
- Taking responsible Risks – Trying new things; being adventurous

In Prep our Learning Habits consolidate the Pre-Prep ones but also engender new enthusiasm within the learning environment:

- Reflection – Being aware of one’s thoughts and being able to change perspectives and transfer knowledge. Reflecting on individual progress and the learning cycle is a key focal point.
- Perseverance – Looking for different ways to achieve a goal.
- Independence – Being able to work and learn from others in reciprocal situations.
- Risk taking – living on the edge of one’s competency and taking sensible risks with learning and behaviour.
- Engagement – Resisting complacency and going above and beyond with their learning.

The following habits are embedded in all we do, and all members of the community use them and discuss the associated vocabulary. Boys collect credits on their Lanesborough Rose, which reflect their growing use and understanding of Learning Habits. These are displayed around the school, in the classrooms and in their pupil planners. Boys are awarded certificates and badges at various stages of their learning journey. This success has been due to the whole school commitment to making the Learning Habits work, by referring to them when appropriate, to support a pupil’s thinking and learning in all situations.

RELEVANT DOCUMENTS WHICH DETAIL THE ABOVE ARE:

1. Subject Policy Documents (including Most Able, Gifted and Talented, Learning Support, Disability, EAL)
2. EYFS Policy
3. Learning Support Policy
4. Disability Policy
5. Moving on Policy
6. Assessment Policy
7. Pastoral Care Policy
8. Supervision Policy
9. Trips Policy
10. Schemes of work
11. Clubs and Activities Booklet (current)
12. Values Policy

Reviewed: SG, AHT, LW July 2019

Next Review July 2020

Appendix 1.

Our Lanesborough Values

Two Year Cycle

Teamwork	Co-operation
Courtesy	Fairness
Integrity	Honesty
Generosity	Gratitude
Ambition	Enthusiasm
Empathy	Humility
Rest	Balance
Responsibility	Respect
Confidence	Tolerance
Adventure	Courage
Appreciation	Positivity

Our Lanesborough Learning Habits

Pre-Prep Order of the Lanesborough Rose

Persisting
Listening with understanding
and empathy
Striving for accuracy
Taking responsible risks
Thinking independently

Prep Learning Habits

Perseverance
Reflection
Engagement
Risk Taking
Independence