

*This school is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment.*



**PARKSIDE**  
SCHOOL

**Edition: 29 January 2020**

## **CURRICULUM POLICY**

**This policy is applicable to the whole school,  
including the Early Years Foundation Stage (EYFS)**

### **References:**

ISI: Commentary on the Regulatory Requirements 2019-09 (September 2019)  
Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) (revised April 2017)  
*SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)*  
Education (Independent Schools Standards) (England) Regulations 2014  
Equality Act 2010

### **1. Introduction**

Parkside School (the School) is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of pupils and young people.

### **2. Scope of this Policy**

The policy relates to the curriculum of the whole school. The Parkside curriculum is designed with skills at the heart of it. A Parkside education will not only allow pupils to flourish academically throughout their time here, but will more importantly equip them with a love of learning and the skills required to succeed in life. Pupils learn independence, collaboration, self-reflection, resilience and other highly important life skills in each and every lesson. We offer a broad curriculum which is based around the Pre-Senior Baccalaureate (PSB) model and includes a high level of academic rigour in all subjects. Each department has been allocated the time, resources and budget necessary to maximise its contribution to the curriculum. Pupils are encouraged to explore learning for themselves, make mistakes and celebrate their passions and strengths. The curriculum also accommodates areas of the National Curriculum which run parallel with the Independent Schools Examination Board (ISEB) Common Entrance and Scholarship syllabi in relevant subjects.

### **3. Aims**

- Create a skills-based curriculum which should be informative, inspiring, and broad-based both in general terms and within the various areas of the curriculum.
- Ensure the subject matter taught is appropriate for the ages and aptitudes of pupils, including those with SEND and those on the More Able and Gifted & Talented Register.
- As the School believes that all pupils deserve the best possible start in life, our EYFS curriculum is a carefully balanced curriculum of activities which are appropriate to the pupil's individual educational needs. This is in relation to each pupil's personal, social, emotional and physical development and communication and language skills.
- Create a strong partnership between parents, pupils and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.
- Ensure pupils acquire speaking, listening, literacy and numeracy skills.
- Provide a personal, social and health and economic (PSHEE) education which reflects our aims and ethos.
- Respect and promote the fundamental British values.

### **Links to other Policies**

- |                                        |                              |                                |
|----------------------------------------|------------------------------|--------------------------------|
| • More Able, Gifted & Talented         | • EAL                        | • Parent Handbook              |
| • Assessment, Recording and Evaluation | • Equal Opportunities        | • PSHEE Policy (including RSE) |
| • British Values                       | • Ethos & Aims of the School | • Safeguarding Policy          |
| • Display                              | • EYFS                       | • SMSC Policy                  |
| • E-Safety                             | • Learning Enrichment (SEND) | • Teaching & Learning          |
|                                        | • Marking                    |                                |

#### **4. School Organisation**

- **EYFS:** Nursery and Reception EYFS
  - See Early Years Foundation Stage Policy
- **Pre Prep:** Years 1 and 2
  - Form Teachers are responsible for teaching literacy (speaking and listening, reading, spelling and writing), numeracy, science, humanities, technology, verbal and non-verbal reasoning and creativity. Subject specialist teachers are also employed in French, Music and Physical Education.
  - Medium term planning provides an overview of the learning objectives, lesson activities and resources in each curriculum area. Weekly planning outlines in detail the lesson activity, differentiation and resources.
- **Prep:** Years 3 - 8
  - The syllabus for all core subjects (English, Maths and Science) is planned in reference to the National Curriculum and with the requirements of the Common Entrance and Scholarship examinations at 13+.
  - Verbal Reasoning is taught in Years 3-6 in preparation for Year 6 pre-test to senior schools and follows a curriculum based around the 21 key skills.
  - History, Geography, TPR, French, Latin, Spanish, ICT, DT, Art, Music, Drama, PE and Sport follow their own comprehensive skills focussed syllabus which is based around the PSB learning and assessment model.
  - In Years 3 and 4 Form Teachers are responsible for the pastoral care of their classes and register their pupils each morning. Pupils are taught by specialist teachers for all subjects and are set based on ability for English, Maths and Reasoning.
  - In Years 5 and 6 pupils are taught by specialist teachers for all subjects. Pupils are in three ability sets for English, Maths and Verbal Reasoning, two ability sets for French and are Form taught for all other subjects.
  - In Years 7 and 8 pupils are taught by specialist teachers for all subjects. Pupils remain set for English, Maths and French but are taught in forms for all other subjects. Pupils prepare for Common Entrance in English, Maths and Science and work towards their PSB Qualification in all other subjects.
  - The syllabi follow the requirements of the ISEB or individual schools' scholarships.
- **Individual Subjects:**
  - All individual subjects throughout the school have their own Department Handbook and Scheme of Work. These documents outline the aims and targets of the department along with how these will be delivered. Schemes of Work are based around the 6 key Parkside PSB Skills and the specific subject skills. Topics are then selected and taught as a way of allowing pupils to learn these subject skills.

#### **5. Curriculum Assessment**

- Pupils are carefully assessed in a variety of different areas, subjects and skills. Assessments take place at the end of the Autumn and Summer Terms. These assessments enable effective tracking of subjects, pupils and year groups. (See Assessment, Recording and Evaluation Policy)

#### **6. Additional Curriculum Areas:**

- **PSHEE:** Throughout the School, PSHEE and citizenship are integral parts of the curriculum. Although they are taught independently each week by Form Teachers, they remain the responsibility of all staff who come into contact with the pupils. Alongside the specific lessons, PSHEE is also delivered through assemblies, Form periods, church services, charity, outings, class roles and responsibilities and guest speakers. The Policy reflects the School's Aims in encouraging pupils to be informed, responsible and sensitive individuals (see PSHEE Policy/School's Ethos and Aims).
- **Further Opportunities:** Years 3 - 8 have the opportunity to take part in LAMDA, poetry and prose reading competitions, debating, sports fixtures, and music tuition. (The latter is also available to pupils in Pre Prep).

- **Post-Common Entrance (Leavers' Enrichment) Programme:** Year 8 follow an extensive programme once they have completed their Common Entrance and PSB Qualifications which includes Relationships and Sex Education (RSE), drugs, healthy living, self-defence and a variety of physical and mental challenges. This programme helps to prepare pupils for their move to senior school.
- **Trips and Outings:** Trips and outings form an important part of the curriculum. They are used to complement an area of learning and good use is made of visits to a range of educational establishments, including; museums, art galleries, theatres, historical sites and sites of scientific interest. Residential trips are made annually by pupils in Years 3, 4, 5, 6, 7 and 8 to promote team building and enhance a range of subjects.
- **Homework ('Prep'):** A homework timetable is published for each year group in September. The Parents' Handbook sets out the purpose of homework, the types of homework that will be set and the times allocated for each Year group. The pupils' Prep Book is signed at home daily and checked by the Form Teacher the following morning.
- **Parental information:** Parents receive a Curriculum Overview at the start of each term which contains a breakdown of the topics and skills which will be covered in each subject that term. This Overview also contains suggested activities that parents may want to explore with their children.
- **Equal Opportunities:** We believe all pupils in the School should have equal opportunities and equal access to the curriculum. All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum.
- **Special Educational Needs**
  - The School has a trained SENCo (Special Educational Needs Co-ordinator) who oversees the day-to-day operation of Learning Enrichment (SEND) within the curriculum. The SENCo's role is to support staff in identifying pupils' difficulties and planning teaching strategies whilst liaising with parents and outside agencies. IEPs are provided for all pupils on the SEND Register and in particular for those with statements (see Learning Enrichment (SEND) Policy). Some pupils may require additional one-to-one support outside of the classroom but our aim is to support children in the classroom setting.
  - Some SEND pupils in the School have disabilities. The School is committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within the School. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to non-disabled pupils. Teaching and learning is appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.
- **More Able and Gifted & Talented (MA&G&T):** MA&G&T pupils will be identified and given additional support and challenges in relevant areas. These include; challenge sessions, differentiated classwork and before and after school 'Elite Invitational Programmes' (see MA&G&T Policy).
- **English as an Additional Language:** EAL pupils are monitored by the SENCO and the pupil's English teachers. Their progress is tracked and EAL pupils are given extra support if required (see EAL Policy).
- **Preparation for the Future:** We believe in preparing each pupil for the opportunities, responsibilities and experiences of adult life. This takes place throughout the year in subject teaching, assemblies, Form periods, church services, charity, outings, class roles, and guest speakers. (See also Leavers' Enrichment Programme).

## 7. Monitoring, Evaluation and Review

This Policy is monitored, evaluated and reviewed on an annual basis by the Senior Leadership Team.

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Reviewed: Spring Term 2020

Next review: Autumn Term 2020

Approved by the Governors Education Committee: 29.1.20