



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

**St. Paul's Preparatory School
Curriculum Policy
Academic Year 2015-2016**

St. Paul's School Mission Statement:

“St. Paul's is a traditional, forward looking school seeking to nurture excellence, aiming to provide a high quality British and Brazilian holistic education, for the academic and personal development of pupils and students, within a framework of a caring community which shares a common set of core values.”

Children are encouraged to become independent, open-minded, well rounded individuals who embrace life-long learning and the School seeks to develop in them both the skills and the sense of responsibility to enable them to make a difference to the globalised world in which they live.

Underpinning these statements is a belief that the School should encourage and demand **academic rigour**, it should sustain a high level of **pastoral care**, it should provide a wide range of **curricular** and **extra-curricular opportunities** and nurture a strong **sense of community** and **school spirit**, so that all those within the School feel secure, confident and able to develop their interests and enthusiasms in a fulfilling way. Our emphasis is on the **values** that form the base of the community and the **qualities and characteristics** which we aim to engender in all members of the School; they underpin and form the base for the community of the School. We expect staff, pupils and students to:

- Show respect
- Be honest
- Have integrity
- Be collaborative
- Be thinkers
- Become independent learners
- Develop a sense of self-worth
- Be open-minded
- Be resilient
- Be caring

St. Paul's Prep School aims to provide a stimulating and supportive learning environment, where children are encouraged to achieve to their full potential in all aspects of their development. We use the IPC (The International Primary Curriculum) to help us provide a pedagogically sound and modernised approach to learning which follows the statutory requirements and reflects the National Curriculum (NC) whilst providing an educational experience which is wider and deeper than that prescribed by the NC. Here in the Prep School, we aim to inspire a love of learning and seek to nurture self-confidence and resilience in our children to allow them to have excellent self-esteem, achieve the highest academic standards and become good people and good citizens of the world. We believe that children learn best when they are happy and secure and therefore place significant emphasis on pastoral care. We also ensure that every pupil is given the possibility of achieving

their best and therefore aim to provide challenge and support appropriate to each child's needs and strengths whilst balancing this with the development of cooperative skills such as collaboration, group learning and emotional empathy. Given that our pupils are potentially drawn from a wide background of cultures, an understanding and tolerance of the diverse range of cultural, social and ethnic groups which make up our society is a main focus of our curriculum and teaching. This document should be read in conjunction with other documents such as the teaching and learning policy, the PSHE/SMSC policy, the Clubs and Societies booklet and the prep behaviour policy.

Aims:

- We are committed to providing pupils with a curriculum that is broad, challenging and differentiated to suit their needs.
- All pupils should have equal access to the curriculum regardless of gender, ethnic origin or special educational needs.
- We aim to create a rich and stimulating environment where our pupils feel confident, have a love of learning, aim to achieve high standards and are encouraged to discuss, reflect and evaluate their learning experiences.
- All areas of the curriculum are valued and we aim to offer a balanced and stimulating variety; including academic subjects, art, music, practical activities and physical education.
- We aim to develop resilient and confident pupils who are able to empathise with others and are aware of their rights and responsibilities as global citizens.
- We aim to provide pupils with a curriculum for the 21st Century, where we endeavour to foster independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their collaborative, practical and problem solving skills.

Curriculum provision and timetabling

Key Stage 1 Prep 1:

Within Prep 1 each class has a timetable with allocated English and maths lessons, topic based lessons (which include design and technology, art and humanities) specialist lessons and daily tutorial sessions. However, it is recognised that some flexibility is required to allow for teachers to follow the unplanned curriculum their children often present, as well as make provision for individual needs where necessary. In Key Stage 1 and Prep 2 (the first year of KS2) total teaching time per week is 26 hours and 15 minutes per week.

Key Stage 2 Prep 2-5

A single academic lesson is 30 minutes in total but most lessons are taught in double periods. A school day consists of 10 thirty-minute lessons and a daily tutorial period of 30 minutes. This gives a total teaching time of 27.5 hours per week in Key Stage 2.

The table below lists the subjects taught to the children and how much time is allocated to each subject.

**Subjects and time allocation approximate hours per week – 1 h = 2 periods,
(subjects like maths and English are often included in topic lessons as well)**

Specific Subject taught in the Key Stages	Prep 1	Prep 2	Prep 3	Prep 4	Prep 5
English	5hs	5hs	5hs	5hs	5hs
Maths	5hs	5hs	5hs	5hs	4 ½ hs
Brazilian studies (Portuguese + Geografia e História)	2 ½ hs	3 hs	4hs	4hs	5 hs
Science	--	--	1h	1h	1h
Topic (History + Geography)+ <i>Science & Art/DT for P1 & 2</i>	3 ½ hs	3 ½ hs	3 ½ hs	2 ½ hs	2 ½ hs
Technology/computing	1h	1h	1h	1h	1h
Physical education	2 hs				
Art	--	--	1 h	1 h	1 h
Music	1h	1h	1h	1h	1h
Pastoral including PSHE, Quality Circle Time and Golden Time	3 ½ hs	3 ½ hs	3 ½ hs	3 ½ hs	4 hs

Prep IPC topics by year group for the academic year 2015-2016

(Approximate number of weeks)

Prep 1	Prep 2	Prep 3	Prep 4	Prep 5
Term 1				
Settling in (2 weeks)	Settling in (2 weeks)	Footprints from the past + Scavengers and Settlers (part 2/fossils,) (8 weeks)	Mission to Mars (6weeks)	Brainwave (2 weeks)
The Magic Toy Maker (5 weeks)	Bodies, bones and Teeth (5 weeks)	Different places, similar lives (6 weeks)	Existing, endangered, extinct (4 weeks)	Fairgrounds (9 weeks)
A day in the life (Jobs) (5 weeks)	Scavengers and Settlers (6 weeks)	Romans (not an IPC unit) and its impact on Britain (6 weeks)	WW11 (7 weeks)	What a wonderful world (8 weeks)
Buildings (6 weeks)	Time and Place, Earth and Space (7 weeks)		Oranges in No Man's Land (3 weeks)	

Term 2				
We Are What We Eat (5 weeks)	How to Grow a Community (9 weeks)	Saving the world (7 weeks)	Why do we live here? (6 weeks)	What a wonderful world (2 weeks)
Super Humans (4 weeks)	Feel the Force (3 weeks)	Explorers and adventurers (7 weeks)	Vikings (6 weeks)	Growing up (2 weeks)
People of the Past (3 weeks)	The Groovy Greeks (includes Olympics) (8 weeks)	Olympic Games (5 weeks)	How fit am I/Olympics (8 weeks)	Champions for change (6 weeks)
From A to B (3 weeks)				The Aztecs (2 weeks)
The first Olympians (5 weeks)				The Athlete (4 weeks)

Curriculum Coordinators

English, Maths and Brazilian studies each have a head of department who has the responsibility of managing the subject across all year groups. Additionally each year group has a head of year who has the responsibility for overseeing the planning and coordination of all academic subjects, monitoring good practice and producing appropriate schemes of work. Heads of department and heads of year also have to manage the subject/year group budget, providing resources for pupils and staff. Coordinators/heads of year are also required to take an active role in the review of their subject/year group and produce a curriculum development plan for their subject/year group.

Teaching groups

We firmly believe that all pupil learning is enhanced by mixed ability groupings and so do not set our pupils according to ability (on a daily basis within lessons). We do however place onus on all teachers to provide differentiated and targeted work so that each pupil is able to reach their full potential. We also endeavour to provide additional groupings on a flexible, needs based approach. To this end we have teachers in all year groups who provide support and extension lessons. In maths, pupils who require additional reinforcement, as well as the more able are offered activities within the curriculum which help to support and extend their abilities as appropriate. In English there are setted phonics groups in Prep 1 and 2 which are targeted at the various stages that children are at in their phonics development. There are also intervention groups for English, from Prep 2 onwards, which target areas such as spelling, comprehension, grammar, oral fluency, writing skills and any other areas which are identified as impeding a pupil's progress. The Portuguese department also offers similar groups for pupils who have difficulties in Portuguese.

Learning Support (The role of the Learning Support Unit for more details see the LSU policy)

All pupils throughout the Prep School are carefully monitored by their class and subject teachers in all areas of the curriculum. If there is a cause for concern regarding academic progress, a referral will be made to the learning support unit. The school liaises with parents when concerns are raised and involves them in the process of developing further support measures, including sharing the results of any screening or diagnostic tests and keeping them informed on a regular basis of progress made.

Dyslexia screening tests take place twice during a pupil's time in the Prep School. The objective is to be able to identify and support any pupils who may have a learning difficulty as early as possible. If any serious concerns are raised parents will be informed accordingly and possible referrals for evaluations from outside specialists will be made.

The first screening test takes place in the second term of Prep 2 for all pupils who have already turned 8 years old. For pupils who will not be 8 until after the end of the current academic year, testing takes place in the first few weeks of Prep 3.

A second dyslexia screening test is given to all pupils in the second term of Prep 5.

Liaison between Pre-Prep, Prep and Senior School

There is frequent and regular contact, at all levels, to ensure that pupils have a smooth transition from one area of the school to the next and that pupils benefit from continuity in curriculum approach. Liaison between the schools includes the following:

- Strategic Leadership Group meetings (weekly).
- Weekly meetings between the head of Senior and the head of Prep.
- Regular meetings between head of Prep and the head of Pre-Prep
- Regular meetings between the director of studies in the Senior School and the head of Prep.
- Meetings between respective heads of departments.
- Shared teaching staff across the Prep and Senior schools – for example in PE, SEN, and Music.
- Regular co-operation in musical performances
- Shared staff-meetings and whole school in-service training days.

Homework

	Prep 1	Prep 2	Prep 3	Prep 4	Prep 5
Monday			Portuguese	English	maths
Tuesday	maths	English/topic	maths	maths	English
Wednesday	English	Portuguese	English	Portuguese	maths/topic
Thursday		maths	topic	topic /science	Portuguese
Friday				topic /science	English (2nd term)

Reading every day in both English and Portuguese

Timetables

PSHE homework as appropriate

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce skills, which have been learnt in the classroom. Homework has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support where necessary.

The frequency and quantity of homework should reflect the age and learning needs of the pupils. Each child is encouraged to read for at least 15 minutes per evening in both English and Portuguese. The following is a guide for staff.

P1: maths, English and Portuguese	Max. 20 minutes per session
P2: maths, English, Portuguese and science	Max. 20 minutes per session
P3: maths, English, Portuguese, topic or science	Max. 30 minutes per session
P4: maths, English, Portuguese and topic or science	Max.30 minutes per session
P5: maths, English, Portuguese, science and topic	Max. 30/40 minutes per session

A formal homework assignment should have a directed target, which may involve writing, reading, problem solving, creating, planning, researching, course work, revision etc. When setting homework staff should ensure that all pupils:

- Understand fully what is required and have noted down the details in their homework diary.
- Understand when the work is to be completed by and handed in.

Prep diaries should be signed by parents on a daily basis, *only* when homework has been completed.

Prep diaries should be checked daily.

At the start of each year a homework timetable is agreed to ensure that pupils receive an equal and fair distribution of homework in subjects throughout the allocated sessions. Parents will also receive homework guidelines for each year group.

English and maths

As part of the school curriculum pupils receive daily lessons in English and maths, as outlined in the 'subjects and time allocation' table above. Year group meetings are held regularly in which the day-to-day teaching of English and maths, and the pupils' progress are discussed and evaluated and planning is adjusted accordingly.

The school provides for pupils to acquire skills in speaking and listening, English and maths.

English: The curriculum overview for English, as well as the schemes of work for each year group ensures that appropriate subject matter is taught and there is progression in the pupils' learning across the year. The focus of English lessons is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Maths: The curriculum overview for mathematics, as well as the schemes of work for each year group ensures that appropriate subject matter is taught and there is progression in the pupils' learning across the year. We aim to develop pupils' knowledge, enjoyment and understanding of mathematics in a variety of ways, including practical activity, exploration and discussion.

The school provides personal, social and health education (PSHE) that reflects the school's aims and ethos for full details of the PSHE and SMSC curriculum please see the PSHE policy.

PSHE plays an important part helping to shape our pupils into well rounded and happy individuals. In the Prep School it incorporates coverage of Citizenship, SMSC (Spiritual Moral Social and Cultural) and Safeguarding issues. Although PSHE lessons are allocated a specific time slot on the timetable, we recognise that PSHE is very much a cross-curricular subject and valued in all areas of school life. During PSHE time we encourage pupils to discuss issues that not only relate to themselves but also wider issues that will develop their knowledge and understanding of the world in which they live. We believe that PSHE should provide opportunities that will help the child gain a greater understanding of relationships, personal responsibility, consideration for other peoples' points of view and the confidence to make reasoned choices about their future.

The school provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

We aim to provide the pupils with a broad and balanced education that will enable them to fulfil their potential and prepare them for life beyond school. We provide the pupils with a comprehensive co-curricular programme which gives them

opportunities to widen their experiences; to allow them to grow and develop and build their confidence and self-esteem. **For full details of this provision please see the Clubs and Societies Booklet for the current academic year.**

We aim to develop their sense of responsibility through various posts of office within the school. Pupils are encouraged to be part of the Prep school council where each class has an elected representative whose job is to bring issues or requests to the PLT (Prep leadership team) for consideration and action. Pupils on the school council are also encouraged to develop their initiative and help plan fund raising for our school charities.

We also have the SPFS (St. Paul's friendship squad) comprised of pupils and staff, who volunteer to help make playtimes and lunchtimes more enjoyable for everyone.

The House system provides opportunities for children to take responsibility and develop their team building skills across the year groups. Each term 2 pupils are chosen to be house captain and vice captain of each of the three houses. Many activities and competitions are planned throughout the year and house captains are encouraged to take responsibility for part of the proceedings. We also have a House Spirit day where pupils come off the regular timetable to take part in various activities with other members of their house. This is a very rewarding day and is hugely beneficial in helping to foster and encourage a healthy competitive house spirit amongst our pupils.

Field trips/visitors to school

We aim to provide pupils with a wealth of first hand experiences and we place a strong emphasis on educational visits, visitors to school and residential trips. We aim for each year group to experience at least one educational visit per term and for each year group from Prep 3 onwards to have a minimum of one residential trip.

The school has a programme of residential visits for pupils from prep 3 to prep 5, with the aim of increasing the pupils' educational experiences and developing their independence. The residential programme is organised so that the number of nights staying over and the demands increases as the children move through the school.

We actively encourage speakers to come into school to discuss aspects of either their working or cultural life. We invite in parents/speakers with a variety of different careers as well as people from different religious/cultural backgrounds. We believe that the pupils gain from these experiences as it gives them an insight into the working world and develops their empathy and tolerance of people from different backgrounds and cultures. Day trips for all year groups further enhance the curriculum.

Assessment, marking and reporting

Here at St. Paul's we understand that for our pupils to be able to make excellent progress they need to clearly understand the criteria against which their work is assessed and marked and that this information is also important for parents so they are better able to understand their child's progress and consequently participate more effectively in the process.

Clear assessment guidelines and techniques are also essential for teachers if they are to help children make the necessary and desired progress. Alongside clear assessment guidelines we also aim to ensure that we have a simple and efficient marking policy that is understood and used by all teachers across the school so that marking is coherent and effective.

Assessments

Purpose of assessment: To allow pupils and teachers to gain insight into learning.

Main types of assessment: Formative, summative and diagnostic.

Formative assessment: this is used to monitor pupil learning in order to provide on-going feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. It requires the teacher to provide continuous oral and written feedback, which identifies strengths and weaknesses, as well as next steps for improvement. It also promotes active pupil involvement in self-assessment as a means of making progress. We accept that the most effective form of feedback is feedback which occurs face to face between the pupil and teacher, but also recognise that this type of feedback is not always possible. To this end the following types of feedback are also used to provide learners with key instruction for improving their learning.

Oral Feedback

- Marking in conference with one child looking at form as well as content, success and areas for improvements.
- Shared whole class/group marking with teacher leading.
- Formative dialogue with pupil(s).
- Going through previously marked work with one child looking at form, content, features and/ or success and improvements.
- Summative response - e.g. right/wrong answer.

Written feedback

- Acknowledgement marking after whole class feedback (this is where the teacher has the opportunity to go through the work with the whole class together and then ticks to show work was discussed/marked).

- Highlighting success and improvement needs against learning intentions (objectives).
- Comment on a child's personal target.
- Marking features such as capital letters, full stops, spelling etc. (sometimes using a code).
- Marking which acknowledges work e.g. with a tick but no oral feedback.
- Summative marking with comment relating to learning intention.
- Comment intended for teacher's assessment or planning records.

Children marking their own work: self-assessment and target setting

Children should:

- Be involved in and responsible for their own learning
- Expect to know what they are learning, why they are learning it and how they will be expected to do the learning
- Be able to explain what they are learning and talk about what a successful outcome will look like
- Spend most of the lesson actively thinking about the learning
- Identify aspects of their work that they find easy or difficult
- Contribute to developing success criteria
- Use feedback from a teacher or a peer to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers
- Understand where and how their current learning fits into the bigger picture
- Think, learn and talk about HOW they learn and what helps them to learn
- Ask and answer questions about what they are learning to teachers and other pupils
- Be able to discuss their personal targets and the progress they are making
- Identify an aspect of their work that could become a personal or group target and /or identify where their personal target has been met
- Mark their own closed exercise while teacher goes through answers and processes
- Mark their own closed work- right/wrong answers

Peer Marking and Review: peer assessment

- Identifying positive aspects only (*stars*)
- Identifying successes and improvements against learning intentions
- Presenting paired marking decisions to class or group
- Editing written work (secretarial features only)
- Swapping work and marking closed exercises

Rubrics

Rubrics were introduced in the Prep School as a means of helping to articulate the criteria that are needed to successfully complete a high quality piece of work or

learning, and are gradually becoming more widely used across all year groups and subjects. A rubric is a descriptive sentence or list that highlights the necessary criteria for a successful piece of work and allows pupils to see what stage they are working at. Rubrics show pupils' development along a four-stage continuum; moving from least developed to more developed, advanced piece of work. In this way pupils are able to refer to the rubric to guide their own improvements as well as see exactly what is expected by their teachers. They are powerful tools for both teaching and assessment and allow pupils to become more thoughtful about their work.

Summative Assessment: assessment of learning

Summative assessment requires the teacher to provide a periodic summary of attainment through teacher assessment and tests. It allows the teacher to identify gaps in pupils' knowledge and understanding as well as weaknesses in the taught curriculum and in specific areas of learning. It also provides for an analysis of performance to guide future planning.

Some examples of summative assessment:

- InCAS assessment results: assessments carried out on a yearly basis to evaluate learning and value added
- End of topic tests
- End of unit assessments in maths
- Marking in books
- Closed tasks
- Homework if completed without assistance
- Written termly reports
- Oral reports at Parents' Open Days

Marking policy

It is our aim here at St. Paul's to ensure that marking is coherent and consistent across the school as a whole. Particular subjects may also have their own discrete marking systems and each subject provides a written key for pupils where their marking scheme differs from the whole school one. Marking can only be effective and beneficial if children are aware of the purpose of the marking and then benefit from it.

Effective marking will:

- Provide feedback to children about their work promptly and regularly
- Include both oral and written feedback as appropriate
- Focus the response on the learning objectives and criteria for success
- Provide children with opportunities to assess their own and others' work and give feedback to one another
- Ensure that pupils understand their achievements and know what they need to do next to make progress

- Use the information gained together with other information to adjust future teaching plans

Effective marking can:

- Provide clear feedback to children about strengths and weaknesses in their work
- Recognise, encourage and reward children's effort and progress
- Focus teachers on those areas of learning where groups and individual children need specific help
- Provide a record of children's progress
- Help parents' understanding of strengths and weaknesses in children's work
- Relate to the planned objectives, recognise children's achievements, indicate the next steps for their learning
- Verbal feedback (VF) should be written at the bottom of each piece of work where verbal feedback has been given

Peer assessment – is used regularly. Peers' thoughts are recorded periodically rather than relying solely on verbal feedback always.

Additional strategies in the marking process in the Prep School are:

- Targets are set, in order for children to make progress
- On some occasions work is marked alongside the child
- Some work may be marked by the children themselves in coloured pencils
- Comments may be given verbally or they may be written
- When appropriate children will correct their work
- Work is marked according to its purpose / objective / audience
- Spelling mistakes, punctuation and grammar are corrected depending on the context / objectives/ audience

Record keeping

Record keeping should be an effective and efficient means of promoting and monitoring pupil progress. It is a means to support the teacher in identifying learning needs and supporting summative judgements.

Assessment for Learning	Assessment of Learning
Focused observations of learning Pupil target sheets Written and verbal feedback to pupils' work and learning \ teacher annotations on planning, both medium and short term plans Written comments and marks in teacher's mark book/notes	Termly reports to parents Parents' open day oral/written feedback Samples of pupils' work Test results Annual InCAS test results and longitudinal charts. SRI (Scholastic Reading Inventory)

Interactive displays focusing on pupils' learning or skills Pupil self-assessment and peer assessment Rubrics	levels for checking reading comprehension progress
---	--

Reporting

Reporting has the aim of providing clear and concise information about pupils' achievements and on-going targets. A written report is provided at the end of each term and a Parents' open day occurs half way through each term, where parents are able to meet formally with teachers to discuss their child's progress. Meetings between class /subject teachers and parents can occur at any other time should the need arise.

Diagnostic assessments

All assessment provides diagnostic evidence but the InCAS (interactive computerised assessment system) assessments used by the school allow us to highlight pupils' strengths and weaknesses (in English and maths in particular). This is helpful for teacher planning and target setting and also helps teachers identify possible solutions and interventions. It provides age-related scores and diagnostic information to facilitate personalised learning. It helps to identify those pupils that may need additional support or more challenging teaching. The school also uses the SRI (the scholastic reading inventory) which is a computerised comprehension assessment carried out twice per term (once pupils are reading fluently) to help pupils' monitor and evaluate reading comprehension levels. It is also used to help pupils improve their comprehension levels through suggested strategies between assessment rounds.

Responsibilities

Class teachers/tutors and subject teachers are responsible for planning and providing formative and summative assessments of all learners in their class and for using varied assessments to inform their planning so that the needs of all learners are catered for.

The deputy head is responsible for organising and overseeing the InCAS tests (which are carried out yearly) and SRI tests (which are carried out quarterly) and for ensuring follow up from teachers as well as analysing the data provided by these tests to ensure value added for all year groups.

Where necessary and appropriate class teachers work alongside the learning support unit in order to ensure that pupils with learning difficulties are provided for.

British Schools Overseas (BSO) Standards

This policy has been written to meet the requirement of Part 1 of the UK Government's BSO standards regarding the curriculum.

Policy review

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Signed:

Graham Nye, Chairman

Louise Simpson, Head

Last revised August 2015. Next review June 2016.