

CURRICULUM, TEACHING AND LEARNING POLICY

Legal Status:

- This is a Statutory Policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations 2015
- Prepared with regard to the Early Years Foundation Stage Framework

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS) along with the before and after school activities, and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

Related Documents:

- EYFS Curriculum, Teaching and Learning
- Assessment Policy
- Reporting Policy
- Differentiation Policy
- Educational Visits and Off-site Activities Policy
- English as an Additional Language (EAL) Policy
- Gifted and Talented Pupils Policy
- Homework Policy, Marking Policy
- Special Educational Needs and Disability (SEND) Policy
- Subject Policies, appropriate plans, schemes of work and/ or programmes of study.

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website www.pattisons.co.uk, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal, (who also undertakes the duties of the Director of Studies) being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all teachers, ensuring all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives.
- The Principal is supported in this process by the Specialist teachers who also undertake the duties of the Subject Co-ordinators, who observe the way their subject is taught throughout the school.
- The Principal along with the specialist teachers review the long-term and medium-term planning, and ensure that appropriate teaching strategies are in place.
- It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Pattison College.
- The Principal undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2016

Mrs Elizabeth McConnell
Principal and Proprietor

Introduction

Our school's curriculum, along with an extensive programme of additional activities, is planned and organised to promote learning, and personal growth and development. Where appropriate, we go beyond not only formal requirements of the National Curriculum, especially with regard to our dance, but also drama and music activities, which Pattison Theatre Arts organise in order to enrich the pupils' experience. The curriculum also includes the 'hidden curriculum' – what pupils learn from the way they are treated.

We offer a broad, balanced and relevant curriculum at all key stages inclusive of GCSE subjects leading to the English Baccalaureate. We want our pupils to grow into confident, positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Values

Our school curriculum is underpinned by the values that we hold dear at 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. This is enhanced by a large number of extra-curricular activities, giving all pupils the opportunity to excel and thus grow in confidence and self-esteem. The values on which our curriculum is based are as follows:

- We value pupil's uniqueness, we listen to the views of individual pupils, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through teaching our curriculum we aim:

- to enable children to become confident, resourceful, independent learners which helps them to grow into reliable and positive citizens
- to develop lively, imaginative and enquiring minds with the ability to question, solve problems and argue rationally;
- to ensure our pupils acquire knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change;
- to teach pupils the essential skills of literacy, mathematics, science and information communication technology (ICT);
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable pupils to be creative and to develop their own thinking;
- to help pupils understand Britain's cultural heritage;
- to teach pupils about the developing world, actively supporting Plan and continuing to sponsor children through that organisation;
- to enable pupils to be positive citizens who are aware of the needs of others working actively within their community and for local charities;
- to teach pupils to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- to give pupils the opportunity to take responsibility for others through the House and School Mentor systems.
- to develop personal, moral and spiritual values and tolerance of themselves and others, to value each individual and learn to live together in an atmosphere of mutual respect;
- to develop children's self-respect, encourage them to understand the ideas, attitudes, values and contribution made by all ethnic groups in our multi-cultural society;

Pattison College is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

In accordance with best practice and where appropriate regulatory requirements, it is our school policy to ensure that we supply:

- Full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
- Speaking, listening, literacy and numeracy skills.
- Personal, social and health education which reflects the school's aims and ethos.
- All pupils with the opportunity to learn and make progress.
- Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Main Principles

All pupils, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide and best suited to their needs. This means that we strive to ensure that:-

- the curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence;
- the curriculum promotes knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values and attitudes;
- there is equality of access for all pupils to academic experiences;
- school must provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges;
- all parents are provided with curriculum information relevant to their child and
- the curriculum is subject to planned evaluation and review.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure that children who are experiencing difficulty or becoming demotivated are identified early and given necessary support, encouragement, guidance and, if necessary, different teaching styles and differentiated tasks.

Essential Skills

Pattison College is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

Linguistic (including English and French) This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

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 (including Art and ICT)

These skills can include information and communication technology (ICT) and developing, planning and communicating ideas.

Human and Social (including, Geography, History and Religious Education)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history, geography are taught separately throughout the school and make a strong contribution to this area. Along with Christianity, other religions are also taught, so children have a broader understanding of the diverse world that they are living in. Political issues are introduced through citizenship, and are presented in a balanced manner.

Physical (which is supported by an extensive extra-curricular programme in this area)

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.

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In the Prep School KS1 & 2 children have a weekly PE lessons as well as one term of swimming lessons and 2 terms at the Allan Higgs Sports Centre where they are coached in team sports, as well as short tennis and ball skills. Pupils also take a range of Dance classes depending on their age, interest and ability, including Ballet, Tap, Gymnastic Dance, Modern Jazz, Freestyle (disco), Street Dance and Musical Theatre (Production). Classes for the younger children may be timetabled in the school day. Older pupils usually have their classes at lunch time or straight after school.

In the Senior School, PE does not appear on the timetable as all pupils have an individual timetable suited to their interests and ability, e.g a pupil who has been at school from the age of three will be a competent dancer. Dance classes take place during the 80 minute lunch break, after school and on Saturdays. These include syllabus classes in Ballet, Tap, Modern Jazz, Freestyle (Disco) and Gymnastic Dance as well as non-syllabus or free classes in Contemporary, Musical Theatre (Production), **Commercial Jazz**, and Street Dance.

Those pupils who prefer sport can attend the two sports clubs and a running club which are organised at lunchtimes. During the Spring and Summer Terms the sports club use the gym and squash facilities at the nearby Coventry North Warwickshire Cricket Club.

Aesthetic and creative including, Dance, Drama, Music and Art

There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including the subjects mentioned above, because they call for personal, imaginative, and often practical, responses. Dance and Music are taught from the Early Years and, like Drama, (including the Senior Drama Club) and Art are taught by our specialist staff.

Sex and Relationships Education

Sex and Relationships education is guided by moral principles and pupils are taught to recognise the values of family life. The syllabus for the School's Sex and Relationships Education is available to parents. It 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

Personal, Social, Health, Economic Education (PSHEE) and Citizenship

Pattison College is committed to providing a comprehensive programme of PSHEE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Principal. Each child's PSHEE and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning lessons based on different cultural heritages.

We have a cross-curricular approach to PSHEE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. Our structured play sessions in the Early Years and KS1 are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help children achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our PSHEE through age appropriate activities which may include: assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

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 which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, as School Council Members, Prep School Playground Buddies, Year 9 Dining Hall Helpers for Reception children, House Captains in Year 10 with responsibility for charity fund raising and School Mentors in Year 11.

We also involve ourselves in local and wider communities e.g, supporting the Gosford Park Residents Association successful lottery application for funding for a play area and providing entertainment for their Big Lunch events; taking 500 tins of food donated at our harvest assembly to the Coventry Food Bank, being invited to take part in the Blue Peter programme on Food Banks and to perform at the government sponsored opening ceremony of the Skills Show at the NEC, as well as at the Dance Show, singing at the University Hospital and entertaining the clients at local care homes and the MS centre, taking part in the Rotary Inter Schools Young Entertainers competition at Warwick University Arts Centre and coming 2nd out of 23 city schools and providing entertainment for Coventry Pensioners Convention and the Jubilee Rotary Club functions etc.

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The Year 10 House officers organise fund raising activities for the House charities with little staff input. As a school we support various charities including collecting **over £10,000** over the years by bag packing in M&S for Coventry Children's Boot Fund (supported by Dave Moorcroft) as well as supporting Macmillan, Acorns, the Cancer Ward at the local hospital, Children in Need, Comic Relief, Sport Relief, Plan UK, The Poppy Appeal, National Aids Awareness Day etc

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.

In addition our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety;
- enables pupils to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities in school and through taking vocational examinations in IDTA, RAD and LAMDA syllabi, as well as taking part in performances of Music, Dance and Drama, both in-house, in local theatres and competitions;
- encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides pupils with a broad general knowledge of public institutions and services in England;
- assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school; or
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views.

The promotion of partisan political views in the teaching of any subject in Pattison College is forbidden by law.

Pattison College includes aspects of cultural education in many specific and cross-curricular ways. All pupils are encouraged to develop an awareness of equality of opportunity.

We are a non-selective school and entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan. Both are available to parents on request.

In order to achieve these values, the curriculum will seek to reinforce the following features of Pattison College:

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

Auditing

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?

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- What more should we aim to achieve?
- What must we do to make it happen?

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 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, builds 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 organisations, including, for example, to provide appropriate careers guidance for our senior pupils;
- the views of our pupils, parents and staff;

Standards of attainment

Each year we analyse the examination results to see how well pupils in our school are achieving, compared to pupils in other schools. We analyse the statistics 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?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

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The Learning Environment

We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched and interactive displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education and HSE advice. We issue a 'one off' consent form for parents to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents' information.

In the Prep School Teaching assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups. Our school is an attractive learning environment. We ensure that all pupils have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the pupils. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

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 opportunity 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 management policy.

Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal and musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

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- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work, paired work, independent work and whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- using a variety of multimedia resources and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- participation in physical activity, especially dance but also sporting activities including swimming, PE and organised team games at the local sports centre for the Prep School and sports club, including the use of the gym and squash courts at the local Cricket club, as well as a weekly running club and Zumba class.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – 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:

- 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: SMART (specific, measureable, assessable, realistic and given in time);
- pupils understanding how well they are doing and how they can improve.

Effective teaching

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. The purpose of the teaching at Pattison College:

- 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 a 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 pupil performance is evaluated internally and, where appropriate, by the following external examinations:

- EYFS Profile and tracking
- **Baseline Assessment Reception**
- Phonics Screening Test Year 1
- SATs taken at end of Key Stage 1
- SATs taken at end of Key Stage 2
- SATs taken at end of Key Stage 3 (Internal Assessment)
- Optional SATs papers (nfer) taken at end of Year 3, 4, 5, 7 & 8

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- Formal exams in all GCSE subjects in June for year 7 to 9
- Formal exams in all GCSE subjects in November and June for years 10 & 11
- GL CATs Year 4, 7 (8 if not taken in Year 7)
- Year 1 teacher assessment
- Year 1 to 4 end of unit tests in Abacus Maths
- Year 1 to 4 end of unit self-assessment in Literacy
- End of unit tests and/or half termly testing in Senior School
- Use of Schonell test for assessing reading age in the Prep School
- On-going teacher assessment: Observation in lessons, asking questions to individual children, assessment of work.
Regular class tests
- **LAMDA: Verse and Prose, Acting and Musical Theatre.**
- RAD: Ballet
- IDTA: Ballet, Tap, Modern Jazz, Freestyle (disco) and Gymnastic Dance.
- Associated Board Royal School of Music: Piano
- London College of Music: Singing and Musical Theatre.

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children 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. 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.

We set academic targets for the children, and we share these targets with children and their parents. We regularly review the progress of each child keeping parents informed and set revised targets as is appropriate. We plan our lessons with clear learning objectives. We are guided by the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

When we plan to take children out of school, we follow Department for Education and HSE advice. We issue a 'one off' consent form for parents to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents' information. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Our classroom assistants also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays on a regular basis so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. In the Prep school all classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and mathematics. We also use displays as learning 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.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Organisation and planning

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. In our curriculum planning we highlight these areas, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

We plan our curriculum in three phases:

Long term plans Our schemes of work, give an overview of what content of the curriculum will be taught with teachers extracting from the appropriate year groups curriculum that which they aim to cover. Staff are responsible for ensuring that long term and medium term plans are in place to enable children's skills, knowledge and understanding to develop progressively. Assessment strategies are built in.

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Medium term planning This indicates WHEN the material will be delivered and is prepared from the Scheme of Work in response to individual group needs. This includes teaching objectives and resources.

Short term planning Short term plans are on a weekly basis which detail the learning objectives, strategies, activities and identify the resources we are going to use in the lesson. These plans are concerned with HOW material is taught and with the details of delivery. There is a section for "Evaluation". Some year groups, especially Early Years, may additionally do daily 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 sets out the aims, objectives and values of the school and details what is to be taught to each year group. These are reviewed annually and may be subject to change.

We base our teaching on our knowledge of the pupils' level of attainment. Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Education Plans (IEPs). 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. 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 Pattison College is of the highest possible standard they can achieve.

Time allocation

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. For details time allocation, and staffing responsibilities, please refer to SEID.

The Early Years Foundation Stage (EYFS)

The Foundation Stage, which in our school covers the development of children between the ages of three and five years, is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile 2017 Handbook (DfE Oct 2016)*. The EYFS curriculum is organised into seven areas of learning; three prime areas and four specific areas:

- Three Prime Areas
 - Communication and Language Development
 - Physical Development
 - Personal, Social and Emotional Development
- Four Specific Areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts & Design

Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative workshops, ICT, Numeracy activities, drawing, writing and cutting areas and reading and role-play areas. We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience

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may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

Children with Special Educational Needs and Disabilities (SEND) - Inclusion within the Curriculum

Our curriculum is well planned for each age group and key stage and ensures that pupils of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practice new skills, and make progress in a range of areas of learning. It is likely that some pupils in possession of a statement cannot be accommodated at Pattison College due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. If we think it necessary to modify our curriculum and teaching to meet the needs of individual pupils, then we do this only after their 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, this is referred to the Principal who seeks appropriate advice. We not only provide additional resources for children with learning difficulties and/or disabilities but where appropriate, such as a visual timetable, use these resources with all our children as often they can benefit all of our children. This includes providing an individual learning programme (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. It is likely that some pupils in possession of a statement cannot be accommodated at Pattison College due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

However some pupils in our school have other disabilities. We are committed to meeting the needs of these pupils, as we are to meeting the needs of all groups of pupils within our school. The school complies fully with the requirements of the Equality Act 2010. 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.

English as an Additional Language (EAL)

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented.

Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of 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 pupils' 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.

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, 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, 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 and
- managing instances of poor or disruptive behaviour.

We use Lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well challenging tasks are 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 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.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of pupils, parents and carers, staff and placing authorities, where appropriate;
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of pupils' work, noting:
 - how well and frequently marking and assessment are used to help pupils to improve their learning
 - the level of challenge provided.

Subjects offered

We take GCSEs in the following traditional subjects which are taught at all key stages:

English, Mathematics, Science (2 GCSEs), Geography, History, French,(from Y5)and English Literature (from Y7).

ICT is examined via the OCR Nationals in year 11. Pupils from Year 1 come to the Senior School computer suite for their lessons although there are computers in every classroom in the Prep School, including the Early Years.

Art is taught from Year 1 to 10 by the Senior School art teacher but is not taken as a GCSE. Pupils in Y9 and Y10 keep a portfolio of work to enable them to continue with art post 16, even though they have not taken a GCSE in the subject. Local colleges and sixth forms are keen to take our pupils having seen the standard of their work

Music, especially singing, is taught from Early Years to Year 10. The Junior and Senior school choirs take part in local festivals and inter school competitions with great success, as well as performing in school productions and concerts in the area. The Senior School chamber choir is frequently invited to sing at charity events as well as school concerts.

Group Recorder lessons are taught from Year 2 in a lunch hour, for those who want to learn.

Private tuition is available in piano, singing and guitar from year 3.

Non examined subjects include PSHEE, Citizenship and RE. Careers is taught as part of the PSHEE work and pupils in Year 9, 10 and 11 attend the Skills Show at the NEC each year.

Speech and Drama is taught from the Reception Class with pupils taking exams in LAMDA Verse and Prose, Acting, Reading for Performance and Spoken English, depending on their age. There is also an extremely keen after school senior Drama Club.

Dance is an important part of what is on offer at Pattison College. See page 4 "Physical".

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Disapplication

In accordance with the law Pattison College has the right to respond to individual needs by modifying the curriculum programmes. It may be appropriate for a particularly able pupil to move into the year above or, if a pupil has significant needs, to stay in a class longer to consolidate his/her learning. We have found from experience that confidence is boosted and excellent progress usually made, enabling the pupil to join is able to work at work with the by and progress across the curriculum. Decisions will only be made after discussion with the parents.

Learning outside the classroom - educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Pattison College curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of past and present. Pupils have the opportunity to go on residential trips e.g PGL activity holiday for Year 5 & 6 and French activity holiday for Senior pupils. 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.

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.

Transition Support

We ensure all children are prepared for their transition into the next academic year and Key Stage. We have a transition day each end of year, where Prep School children spend the morning with their new teacher and Year 6 pupils spend the day in the Senior School, including pupils who are joining from other schools, where they have a taster lesson with most of the Senior School staff. Members of the PTA are there to answer any queries that parents may have and also sell second hand uniform.

Careers Guidance

This includes careers support along with guidance on further and higher education. We also provide opportunities for pupils to understand the world of work, through projects such as work experience in Year 10. Year 11 pupils have individual interviews with an independent careers advisor. We also subscribe to the online careers advice service Careerssoft, which pupils can use at school and at home. Pupils are offered interview training prior to attending selection assessments for entry into further education establishments or work placements.

Concerns

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the class teacher. If the issue is not resolved parents should contact the Principal.

The Role of the Principal

The Principal (who also undertakes the duties of director of studies inclusive of being the co-ordinator for the key-stages) determines, supports, monitors and reviews the school's approach to teaching and learning. This includes:

- ensuring that the school buildings and premises are used optimally to support teaching and learning;
- checking teaching methods in the light of health and safety regulations;
- seeking to ensure that our staff development and our performance management both promote good quality teaching;
- monitoring how effective teaching and learning strategies are including effective allocation of resources, in terms of raising pupil attainment through assessments and self-review processes.;
- monitoring the teaching and learning through lesson observations;
- ensuring that staff development and performance management policies promote good quality teaching;
- developing and monitoring long and medium term planning;
- monitoring the effectiveness of the school's teaching and learning policies through the school self-review processes, which include reports from Prep and Senior staff as well as the Theatre Arts co-ordinator
- The liaison with the Principal and the Head of Senior and Prep school, promotes and develops the process of school development planning.

The Role of the Subject Specialists

In their area, they must:

- provide a strategic lead and direction;
- support and offer advice to colleagues across the school;
- learning scrutiny: consider standards across all abilities and ages (with colleagues);
- resourcing: ensure resources are appropriate/suitable stored/labelled etc;

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- identify shortfalls in resources: gaps in provision, ensuring resources in school are used;
- evaluate value for money when resources are purchased and deployed;
- informal monitoring during year – displays, use of resources, photographs, pupils interviews and feedback
- review and update Scheme of Work for the subject, if necessary;
- observe lessons;
- arrange school based training, or team teaching, if needed;
- attend local conferences and courses, if appropriate;
- dissemination from courses/action research/newsletters, where appropriate;
- provide articles for the school newsletter;
- commit to personal professional development in the area of responsibility;
- annually evaluate their subject in staff meetings– identify subject priorities for future development in line with a 3 year vision for improvement and report to the Principal.

The Role of Parents and Guardians

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform, PE kit and dance wear;
- to encourage senior pupils to take responsibility for ensuring they have the right books and equipment each day;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;

Communication with Parents and Guardians

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

- holding parents' evenings to explain our school strategies for literacy, numeracy and health education;
- sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- sending information to parents and guardians, through a regular newsletters;
- being available - we have an open door policy.