



EAGLE HOUSE
SCHOOL

Academic Year 2023 - 2024

Document Control

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The purpose of this policy is to set out the curriculum at Eagle House School. Our underlying aim is to provide all children with a broad, stimulating and accessible curriculum, that is academically rigorous and stretches children holistically in order to prepare them for the rapidly changing world in which they live.

It is the responsibility of the Head to ensure that our curriculum complies with statutory demands and that we provide a curriculum that is matched to the needs of our pupils. He is assisted by the Eagle House steering group. The Deputy Head Teaching and Learning (Years 5-8) and the Deputy Head Junior School are jointly responsible for this policy.

The Deputy Heads are supported by the Head of Organisation & Data, Teaching and Learning Heads and Heads of Department. Teaching and Learning Heads have an academic overview of the year groups for whom they are responsible. The Teaching and Learning Committee meets weekly and focuses on strategic development, analysis of assessment and data tracking and the implementation of curriculum intervention groups. Heads of Department are responsible for their department policy, department handbook and the delivery of the curriculum in their subject throughout the school.

Eagle House Teaching and Learning Committee

Deputy Head Academic	Jo Spencer
Head of Junior School	Rosie Heywood
Head of Organisation & Data	Hayley Crowe
Early Years (Curriculum & Pupil progress)	Lynsey Fripp
Years 1-4 (Curriculum)	Victoria Bell
Years 1-4 (Pupil Progress)	Alex Hemley
Learning Support (Yrs 1 – 4)	Claire Rhodes
Years 5-6 (Pupil Progress & Future schools)	Amanda Jacob
Years 7-8 (Pupil Progress & Curriculum)	Mel Walker
Head of Learning Support	Emma Stacey

Our Aims and Ethos

- To provide a broad and balanced education for all pupils that is coherently planned and sequenced to provide the knowledge and skills setting the right foundation for inquisitive, engaged, resilient and organised learners who are well prepared for the academic and life challenges they will face at their senior school and beyond
- To create a classroom culture, where children feel safe and secure, promoting curiosity and a positive attitude towards learning, where children feel confident to challenge themselves, make mistakes and see these as learning opportunities
- To develop children's self-respect; respect of the ideas, attitudes, values and feelings of others and respect of our world, enabling them to be responsible citizens who can make a positive difference
- To acknowledge that all children are unique; equal access to learning is provided for all pupils to ensure every child is able to reach their own personal potential through challenge and/or support
- To ignite excitement and form meaningful cross-curricular links between subjects, through acquiring knowledge, understanding concepts and skills-based learning and to be able to apply this across all subject areas to achieve personal success
- To allow time for exploration and mastery in academic subjects enabling pupils to develop their passion and interest in particular areas
- To engage children in opportunities enabling the development of the key skills needed to be 21st century learners
- To foster the creative development of all our children by providing opportunities for curiosity, open-mindedness, co-operation, flexibility, risk-taking and perseverance
- To promote the importance of the arts and provide opportunities for children to develop creative, artistic and musical skills and talents
- To value the importance of a healthy lifestyle and provide opportunities for children to develop sporting skills and talents
- To cover personal, social and health education to reflect the school's aims and ethos
- To promote an awareness of Britain's cultural heritage and global understanding
- To fully support pupils with a specific educational need (ISP's, Ed Psych report, EHCP, Gifted and talented)
- To offer an extra-curricular programme that supports, extends and enriches the curriculum

Curriculum

At Eagle House, children are drawn into a forward-thinking, progressive and challenging journey of all-round education.

Early Years

Our learning adventure starts in our Early Years classrooms which lend themselves to the child-led, creative approach to learning which is firmly embedded in our curriculum across the Nursery and Reception years. Children are encouraged to explore and question as they navigate through the Early Learning Goals, giving them the knowledge and skills that provide the right foundation for strong future progress through school and life.

Throughout the Foundation Stage (Nursery and Reception), the curriculum is underpinned by the DfES Foundation Stage curriculum and follows the seven areas of learning:

The prime areas:

- Personal, Social and Emotional;
- Communication and Language;
- Physical;

The specific areas:

- Mathematics;
- Literacy;

- Understanding the World; and
- Expressive Arts and Design

Small group work allows children to learn core skills in literacy and maths at their own pace. The timetable is a careful balance between child-led learning, objective-led planning and adult directed activities. In Phonics we start the RWI program which continues throughout Years 1-2. Pupil progress is reviewed as part of regular teaching and learning meetings and acted on accordingly. Intervention activities reinforce key areas of focus, encouraging children to achieve the next stage of their personal development.

The characteristics of effective learning describe behaviours children use in order to learn. The characteristics of effective learning are as much a part of planning process as what we expect our early years children to learn.

The characteristics of effective learning are:

- Creating and thinking;
- Playing and exploring;
- Active learning

Our Early Years children spend time with specialist staff for music and PE. Weekly swimming lessons are incorporated into the timetable and children engage in specific activities lessons to further develop core body skills. Early Years pupils have specifically designed classrooms and resources. Children have access to indoor and outdoor free-flow classrooms, a purpose-built creative space and the secret garden for outdoor learning specific tasks, enabling high quality continuous and enhanced provision. Children leave Reception as happy, confident individuals with a strong social awareness, a readiness for more formal learning and taste for the educational adventures ahead.

Pupils attending our Early Years receive teaching on a staffing ratio of 1:8, with a maximum of 32 pupils in each year group.

Years 1 – 4

Whilst the curriculum is broadly based on the National Curriculum, we expect to take the children further with their learning. We teach a broad and balanced curriculum, through the blending of learning activities, imaginative and creative projects, and structured, educational play.

Smaller teaching groups in Literacy, which is taught through the Read, Write, Inc scheme and enhanced by Literacy Shed, and Mathematics, taught through the White Rose scheme as a framework, supported by Mathematics and other extensive and challenging resources. We focus on high quality adaptive teaching to meet the pupil's individual needs.

Our Year 4 learning program closely links with our Year 5 curriculum to form a seamless transition into the Junior School. Form teachers provide the children with continuity in the core academic subjects with increasing input from specialist staff by Year 4. Alongside the rich diet of English and maths, children follow a curriculum designed around the International Primary Curriculum (IPC), a cross-curricular approach allowing them to discover and understand links between subjects through knowledge and skills-based learning and then applying these to achieve success. It also supports further development of their passion for learning and global understanding.

Through the IPC Personal goals; enquiry, resilience, morality, communication, thoughtfulness, co-operation, respect and adaptability children are encouraged to challenge themselves, work as a team, respect the opinions of others, build confidence and become resilient learners. In addition, independent study skills prepare them to embark on the learning attitudes highlighted in Years 5 – 8.

Besides the formal curriculum, the extensive program provides children with rich opportunities to have fun as well as to learn about the world around them. Children have specialist staff for Languages, Music, Art, Design, Computing, PE and Games.

Outdoor Learning is an integral part of our curriculum to support and enhance classroom learning. We are also fortunate to be situated amid acres of woodland and our fabulous grounds provide every opportunity to explore and enjoy the outdoors. Designated play spaces and outdoor areas are available across these year groups.

We have two classes (maximum 20 children) in each year group, with form tutors having a maximum of 14 children in a tutor group. There are teaching assistants assigned to each year group according to numbers and individual children's needs.

Years 5 – 8

Our Curriculum 200 learning attitudes underpin academic excellence in Year 5 - 8, encouraging every individual child to be the best learner they can be. Children are taught by subject specialists and the syllabi are created by individual departments drawing on the expectations of the National Curriculum at Primary and Secondary levels. Subject curriculums are designed to ignite excitement and form meaningful cross-curricular links between subjects, allowing more time for exploring and mastering topics and encouraging pupils to develop a passion and interest in particular areas.

Effective learning habits are taught explicitly and the children build-up a learning skills profile, which identifies the extent to which they apply the learning attitudes to their studies. We encourage pupils to be inquisitive, engaged, resilient and organised learners who are well prepared for the academic challenges they will face at their senior schools. Curiosity and reflection allow pupils to go above and beyond the 'typical' school day and continuous monitoring of progress of the key learning skills shows where, and more crucially how, they can develop in these vital areas.

In addition to the new, broader range of topics, pupils complete a range of short independent projects throughout the year. These projects enable pupils to have greater ownership of their learning and be able to develop vital learning skills needed for everyday life.

The tutor system is introduced to pupils in Year 5. There are three form groups per year with each form subdivided into two tutor groups (1:9 teacher: pupil ratio). This enables tutors to get to know pupils quickly and to understand both their academic and pastoral needs.

Many pupils sit a pre-test or 11+ exam, which tends to occur in the Year 6 period of October to February. Pupils are supported in preparation for the range of tasks they are required to undertake through this senior school admissions process. We are mindful of the need of balance between academic rigour and student well-being. The majority of pupils undertake a pre-test and stay on until Year 8 upon completing Year 6.

Some subjects are set from Year 5, whilst others are taught in form groups. 'Setting' depends on the specific year group and requirements of the children. In Year 8, we have a scholarship set for those children looking to sit academic scholarship entry for their senior school.

Prep

Prep varies in each year group; it must never become onerous and communication with parents about expectations is very important. All children in EYFS2 and Years 1 – 5 are expected to read at home. Pupils in Years 3&4 are expected to practice their times tables at home. From time to time some additional work such as Mathletics may be sent home to practise. Homework requirements for each year group will be discussed in September in the pre-term

Teaching and Learning meeting and sent home to parents on the year group site. For years 6 to 8 prep is taken at school. For Years 7&8, prep is completed in school. Year 8 have a lunchtime prep as well as the evening prep. In Year 8 an additional home prep is set. This prep is completed at home or in the boarding house.

Prep allocations

Years 5 and 6

One 30 minute prep on Monday, Tuesday, Thursday and Friday taken at school (lunchtime).

One 30 minute prep on a Wednesday taken at home (or in school for boarders).

Year 7

One 30 minute prep on Monday, Tuesday, Thursday and Friday taken at school (5:20 – 6pm Monday – Friday and 5.00 - 5.30pm on a Friday).

One 30 minute prep on a Wednesday taken at home (or in school for boarders).

Year 8

One 30 minute prep on Monday, Tuesday, Thursday and Friday taken at school (lunchtime).

One 30 minute prep on Monday, Tuesday, Thursday and Friday taken at school (5:20 – 6pm Monday – Friday and 5.00 - 5.30pm on a Friday).

One 30 minute prep on a Wednesday taken at home (or in school for boarders).

Prep is supervised by the duty staff team. The aim is to foster a serious, academic tone during prep. Prep is intended for private study; pupils should not be working with each other, need to ask each other questions, or the duty staff for help. All information regarding Prep should be clearly displayed in the Google Classroom. Work should be handed in at the end of Prep.

We do not set additional work during the holidays, please speak to the Deputy Head Academic, or the Head of Junior School before setting work requested by parents.

Learning for Life+

Personal, Social and Health Education is taught at Eagle House under the name Learning for Life (LFL+), in which we aim to prepare pupils for the opportunities, responsibilities and experiences of adult life.

The LFL+ curriculum augments these aspects of the school to help pupils understand themselves and their emotions, make the most of their talents, keep themselves healthy, understand the society in which they live and begin to become valuable members of their community on many levels.

Physical Education

Physical Education 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.

Creative arts

We aim to offer children many opportunities in the areas of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, design, drama and the study of literature, they call for personal, imaginative, and often practical responses.

Co-Curricular

Eagle House offers a wide range of co-curricular clubs and activities every week. Pupils from Year 1 upwards are encouraged to participate and all staff are expected to run a weekly activity as part of their role. In Years 1 – 4, most clubs run during the school day or immediately following the end of the school day. There is no charge for activities unless an external instructor is used.

External trips range from visits to locations in the local area from Nursery to full residential experiences beginning in Year 5. Parents are advised of the costs of all these visits prior to the trip taking place.

Trips are carefully planned to enrich the timetabled school curriculum. Regular themed days and other events take place by arrangement with the Headmaster and SLT. Pupils have the opportunity to attend day visits to places of interest on a regular basis and visiting speakers regularly supplement the curriculum. This serves to compliment the academic curriculum taught.

Learning Support

Learning Support is integral to all our teaching and learning. Teachers are supported to make adaptations within every lesson to ensure all children have access to suitably pitched learning, relevant resources and scaffolds that ensure learning is challenging at their level. Children who are identified as having a specific learning difficulty, Special Educational Need, Disability or English as an Additional Language, will be discussed with the Teaching and Learning Committee and referred to Head of Learning Support for further analysis or assessment. A child may then be moved on to the Graduated Response flow chart of Assess, Plan, Do, Review and may have additional Learning Support, which is reviewed regularly.

At Eagle House most additional Learning Support is delivered under the banners:

- English Plus
- Maths Plus
- Maths Boosters
- English as an Additional Language
- Core Skills
- Small group Intervention

The Learning Support departmental policies provide further detail on the process and support offered. These are maintained by the Head of Learning Support.

Further information on individual curriculum areas can be found in the following departmental Handbooks; English, Maths, Science, Languages, Geography, History, RS, Design, Art, Music, LFL+, Junior School and Learning Support.

The Learning Environment

Our Early Years pupils have specifically designed classrooms and resources that lend themselves to a child-led, creative approach to learning. Children have access to indoor and outdoor free-flow classrooms, a purpose-built creative space and the secret garden for outdoor learning specific tasks, enabling high quality continuous and enhanced provision.

Within the Junior school the learning environment is more than just a classroom, it is a space designed to ensure the children feel safe, supported and inspired. Resources are available for the children to self-select and promote independence building upon the child led approach which is initiated in the Early Years. The children access their lessons both inside and outside

Digital Learning

The use of technology is firmly embedded in our whole school curriculum as we recognise the vital importance of helping children develop computer skills, and utilise technology to equip every child to be 21st century learner.

All children are able to access high quality and engaging content via the use of Google Classroom and Seesaw platforms. Each child has a G-Suite for Education account enabling development of key digital skills across many Google apps, as well as the opportunity to explore other cloud-based applications. Students are encouraged to become innovative and creative learners by making independent choices from a range of tools. Nursery – Year 4 children make use of i-Pads and Chromebooks to upload a variety of content to their personal digital portfolio,

which is shared with parents, enabling them to engage in what their children are learning and interact with ‘wow’ moments from home.

Years 1 – 4 have access to banks of devices to support learning in the classroom. Our Years 6, 7 and 8 use their own devices allowing them to learn how to manage the device and when technology should be used in class appropriately.

Computing is taught through specific lessons in Years 1- 8. From Year 5 there is a cross-curricular approach to teaching Computing, as well as focused teaching. We run a range of extracurricular clubs, such as Minecraft and Code Club, allowing our pupils to play and experiment with new technologies. Robotics and coding form part of our technological curriculum time and opportunities for individual and group projects through Ex-Pro as well as subject areas throughout our Curriculum 200 independent study program.

The events of 2020 brought our digital learning provision to the forefront of day-to-day teaching and learning across the school. We continue to adapt our provision making use of a blended learning approach, where necessary, allowing for a mix of online content and class-based lessons.

Supporting and Developing Teachers

We do all we can to support our teachers in developing their skills so that they can continually improve their practise. Teachers are appraised every year in accordance with our professional development guidelines. Any development needs are addressed by training arranged internally, by target setting or through courses run by external providers.

During the first half of the Michaelmas term, the Deputy Head Academic and the Head of Junior School meet all Heads of Departments to review the curriculum and plan departmental targets for the year ahead. Regular meetings with both deputy heads will take place during the year to monitor and develop these further. Lesson observations, book reviews and review of digital content across the entire school will form part of the review each year in order to ensure there is continuity in coverage of knowledge and skills. This will form part of the Teaching and Learning strategy for the year.

Weekly Teaching and Learning meetings provide an opportunity to discuss curriculum issues and share best practice. There is a weekly Junior School meeting where specific curriculum issues relating to the lower part of the school are addressed and discussed.

The Great Teaching Toolkit Platform

This will be the main form of academic CPD. The Toolkit includes teacher courses and lead programmes which relate directly to Dimensions and Elements of the Model for Great Teaching. Delivered online, the courses and programmes all incorporate structured collaboration with colleagues and activities to plan, implement and evaluate pedagogical approaches in your context. Each teacher will complete the foundation course and then use the toolkit to identify an area of their practice to focus on for the remainder of the academic year. The toolkit provides a process for teachers to follow and tools to facilitate effective implementation. The outline timeline is as follows:

Term	Stage	Outline
M1	<i>Foundation course</i>	An orientation and covers core concepts at the heart of the Model for Great Teaching
	<i>Identification</i>	Identify an Element of Great Teaching for focus using the toolkit.
M2 & LI	Exploration	Explore the research evidence behind the chosen Element (e.g., structuring) to enhance understanding of underlying principles, associated classroom strategies

		and how to select and adapt them to the school's context.
L2 & SI	Focus	Focus on a particular challenge to work on in the classroom.
	Integration	Integrate the strategy into teaching practice using weekly or fortnightly cycles of planning, implementation and evaluation to hone the strategy.
S2	Review	Review the impact the strategy has.
	Next steps	Decide on the basis of the feedback what Element to work on next.

Pupil Progress

Assessment and record keeping are the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development.

Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts. The school sends a comprehensive profile of a pupil's academic knowledge and learning skills to their chosen senior school in June of Year 8. Throughout the academic year, we use regular formative assessments and annual CATs to assess progress throughout the year and track the journey through the school.

Heads of Department, Teaching and Learning Heads, the Deputy Head Academic and the Head of the Junior School are responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Analysis of assessment data
- Monitoring targets
- Lesson observation
- Learning Walks
- Pupil tracking
- Book sweeps
- Staff Meetings
- Heads of Department meetings
- Teaching and Learning meetings

Full details are found in the school Assessment Policy (Appendix to Academic Handbook).

Marking

Teaching staff must ensure all work is marked in accordance with the school and departmental marking policies and there is evidence that children are working towards their targets and following the schools use of 'Assessment for Learning' approaches.

Lesson Allocations

	Eng	Math	Sci	Fr	Lat	IPC	Hist	Geog	RS	Dig	PE	Mus	Swim	Sing	Des	Art	Total	Sport	LFL+	Tutor	Golden Eagle	Total	
Year 1	10	10				8			1	2	2	1	2	1		2	37		2		2	44	
Year 2	10	10		1		8			1	2	2	1	2	1		2	39		2		2	44	
Year 3	39	10	10		1	6			1	2	2	2				2	39	6	2		2	49	
Year 4	39	10	10		2	6			1	2	2	2			2	2	39	6	2		2	51	
Year 5	48	8	8	7	3	3		4	4	1	1	1	2			2	2	46	9	2	1	1.5	59.5
Year 6	48	8	8	7	4	4		3	3	1	1	1	2			2	2	46	9	2	1	1.5	59.5
Year 7	48	8	8	7	4	4		3	4	1	1	1	1			2	2	46	9	2	1	1.5	59.5
Year 8	48	8	8	7	4	4		4	3	1	1	1			2	2	46	9	2	1	1.5	59.5	

Academic Handbook

Further explanation of our policies and procedures can be found in our Academic Handbook. Schemes of work and Planning information can be found in departmental handbooks.