



Eagle House School



Information for Parents

Introduction

As a school we can have a massive influence on the development of a child - personally, socially and emotionally. Pupils can be with us for up to eleven years – much longer than they will stay in any other educational establishment. We aim to open young minds to possibilities and encourage resilience when times are tough.

'Learning For Life' is an overarching statement of what we aim to achieve at Eagle House. 'Learning For Life +' is the name we give to our curriculum lessons that cover the traditional personal, social, health and citizenship education and much more.

The curriculum time which we give to Learning For Life amounts to at least five hours a week on top of the traditional academic subjects. Learning For Life+ lessons are truly unique to Eagle House and our achievements in this area, while in many ways very difficult to test and quantify, are evident in the well-rounded, open-minded, community orientated, young people that leave us at thirteen, ready to face the rest of their lives.

Background

Personal, Social and Health Education (PSHE), Sex & Relationship Education (SRE), Adolescent Mental Health Awareness, Wellbeing, Mindfulness, Character & Morals Education, Values Education, Internet safety, Social & Emotional Aspect of Learning (SEAL), Citizenship & Leadership Education, Anti-Bullying Education, Peer support, International Primary Curriculum Personal goals, Safeguarding, British Values – the list of what should 'ideally' be included in a 21st century school curriculum continues to lengthen! Pressure from the government with legislation about what should be taught in schools, media attention on school curriculum and the need to ensure we are following 'best practice' in education, means we constantly need to re-evaluate what should be taught and how it is going to fit it in. Whilst there is pressure to include 'more' it is important to safeguard good academic standards in all the traditional subjects.

We believe we address this dilemma exceptionally well. We have well resourced, protected time for LFL + and Enrichment lessons, where many of these topics can be explored. We are fully up to date with current initiatives and the available curricula. By extracting all the best and most relevant information, we provide Eagle House pupils with a bespoke LFL+ education. On top of official LFL+ lessons we also offer an array of opportunities for educating our pupils on important 'life' lessons.

Strategies, skills and values that underpin the LFL+ programme
 Our aim at Eagle House is to nurture and guide the pupils towards attaining the skills and knowledge that enable them to face the adventure and challenge of the future with confidence. The Eagle House Code and the IPC/Curriculum 200 personal and academic learning goals form the basis of our pastoral education:

<p>Eagle House Code At Eagle House we strive to be our best self We forgive We share We listen We are honest We are kind We are helpful We are polite We are brave We treat others as we would wish to be treated.</p>	<p>International Primary Curriculum Learning Goals Thoughtfulness Cooperation Respect Adaptability Enquiry Communication Resilience Morality</p>	<p>Eagle House Curriculum 200 Personal Skills I am respectful I am kind I am co-operative I am thoughtful I am principled I am brave I am open-minded Academic skills I am resilient I am communicative I am inquisitive I am organised I am engaged I am reflective I am motivated</p>
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LEARNING FOR LIFE+ LESSONS

LFL+ Curriculum development

Each Year group curriculum is devised by the Pastoral Year Head in consultation with Deputy Head Pastoral. The curriculum is not set in stone and can be both proactive and reactive – this ensures that it can draw on current ‘best practice’, be relevant to the particular cohort, react to current affairs and enable us to constantly review and evaluate what we deliver. We are able to ‘cherry pick’ from numerous government and charity backed curricula and tailor what we deliver, making it relevant and accessible for our pupils.

LFL+ Curriculum time

In the Early Years Foundation Stage LFL+ is incorporated within the school day, but not taught in isolation. In Years 1 and 2 all pupils are timetabled for a 45 minute LFL+ lesson. To a large extent, the topics discussed and taught vary and can be driven by circumstance. An issue may be very relevant one year and not another. However, whenever possible the strategies, skills and values that underpin the LFL+ programme are used in the delivery of topics and lessons. Pupils in Years 3-8 have an hour timetabled curriculum time once a week. This allows us to do more than pay lip service to the themes, knowledge and skills and gives us time to really understand the thoughts and attitudes of our pupils. In addition to the weekly LFL+ lessons, pupils have 25 minutes tutor time once a week where the themes of the lessons can be followed up.

LFL+ Staff ratios and input

In The Nest all staff are involved in modelling and discussing elements of development at all times. In Years 1 and 2, class teachers, teaching assistants and the Pastoral Deputy Head (on a rolling timetable) are involved in these sessions. In Years 3-8 all pastoral tutors, the Pastoral Year Head and Pastoral Deputy Head are timetabled for these lessons - on average a staff: student ratio of around 1:6. This enables small group discussions, ensures consistency of teaching and learning, enables us to utilise particular staff strengths and enables groupings to be fluid and relevant to the subject matter.

LFL+ Timetabling

All pupils in a year group are timetabled for LFL+ in the same period and generally they have lessons together in a large space such as the Edleston Studio. In other schools PSHCE is taught in class groups with one member of staff – our model enables the aims and objectives of the lessons to be heard consistently across the cohort, allows us to group the children effectively and ensures good teaching and learning.

LFL+ Monitoring

Measuring and monitoring progress is always going to be difficult in this area. However, frequent questionnaires and surveys give staff an indication of how the pupils are feeling and their attitudes towards themselves and their relationships with others. Pupils in Years 3-8 take a twice yearly questionnaire, Pupil's Attitudes to Self and School (PASS). This test indicates to staff where worries and issues may lie when they may not be evident in the pupil's demeanour.

ADDITIONAL LFL OPPORTUNITIES

The extended day and six day week (for the Prep School) and boarding school ethos allows us to offer much greater curriculum time to address the personal, social, emotional, citizenship, moral and spiritual aspects of education.

Enrichment (Years 5-8)

Pupils are timetabled for Enrichment for one hour a week. This time is not only used to develop independent learning but also to educate our pupils about how to learn and why learning is important. During these sessions, outside speakers are invited to open the pupils' minds to the wider world and the experiences of others. Recently the topics have included 'The Importance of Sleep', 'The Teenage Brain and Positive Mental Health', 'Developing Self Esteem' and 'Navigating the world of social media'.

Golden Eagle (Years 5-8, optional for Years 3&4) & Pre-Prep Skills for Life

Skills for Life sessions run throughout the Pre-Prep as a precursor to the Golden Eagle programme. Children have opportunities to engage in wider curriculum areas such as Science, Technology and Engineering and environmental studies; learning life skills while developing their independence, resilience and teamwork. Pupils in the Prep are timetabled for Golden Eagle for 1 ½ hours every fortnight. This time is used to develop leadership, citizenship and life skills and to challenge the pupils to move outside their comfort zones. Outside speakers are invited to share their experiences relating to challenge and resilience in the Golden Eagle Talks.

Philosophy (Years 2-8)

Pupils experience an hour session around twice a term. These sessions are taught by teachers from the 'Philosophy Workshop' and encourage the pupils to think and share their views on various topics including moral and ethical dilemmas.

Make-A-Difference week/day (EYFS - Year 8)

The aim of these termly weeks or cross year-group days is to help the whole community understand the world around us, give more time to learn about something in more depth and usually to collect some money for a charity linked to the topic. Recent topics have included 'Healthy Mind, Healthy Body', 'Food, Food Waste and Eating', 'Cultural Diversity' and 'Sustainability'.

Buddy System

Developing a tightknit community and looking out for others is an important value at Eagle House. The Buddy system runs alongside the Section (House) system. Children in Year 5 are trained in peer listening/mentoring and what it takes to be a good buddy. They are then paired with a Year 2 pupil. As far as possible pupils keep their buddy pairing until they themselves become buddies in Year 5.

Boarding

A good number of pupils in Years 3-8 have experienced boarding in some capacity. The boarding house promotes the Eagle House values and there is a real atmosphere of 'family'. Boarding encourages independence, self-esteem and organisation.

Assemblies and Chapel

In Nursery, during the settling in period, low level assemblies are taken within the Nest setting. They will then join in with Reception and Pre-Prep assemblies. Stories are used to introduce and reinforce LFL+ lessons. The children, with adult support, will discuss such things as 'right from wrong' and 'how to be a good citizen'. Children also learn from the positive role models of all the adults in the school and, whenever possible, children are used as examples of good behaviour. In the Prep School, pupils have a 25 minute assembly or Chapel three times a week. This affords time in the day to pause for thought and to focus on moral and spiritual aspects of education.

Leadership, Community Service & School Council

Throughout the school, there are many age-appropriate opportunities to lead within each pupil's own class, section and key stage. A number of Year 8 pupils are voted into leadership roles. All pupils in Years 7&8 are given training on how to be good leaders and the challenge that leadership brings with it. Alongside this, they volunteer for community service. This includes spending time assisting in the Pre-Prep and Years 3&4 as well as assisting in the day-to-day running of the school and going out in to our local community to work with local care homes, charities and churches. Pupils attend various external leadership-training sessions. Eagle House also has a School Council that meets twice termly and plays an active role in the running of the school. Members of the School Council are voted in by their year group and are asked to run year group meetings to gather thoughts and ideas.

CONCLUSION

We truly believe that at Eagle House we deliver an education that prepares our pupils for the challenges of growing up in an ever-changing world. It helps them to form positive self-esteem and relationships, opens their minds to the wider world and prepares them to move on to their senior schools. This is why Learning For Life pervades all that we do at the school – both inside and outside the classroom.

