



LOCHINVER HOUSE

Curriculum Policy

We aim that every pupil who leaves Lochinver does so having had a unique and special experience of education whilst at the School. We intend that each pupil will leave with an enhanced awareness and understanding in the areas of knowledge, artistic expression and creativity, technology, physical ability, citizenship, good manners and discipline. Through our teaching and learning we aim to ensure that pupils at our School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We aim to provide:

- 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
- Policies, plans and schemes of work that:
 - take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Pupils acquire speaking, listening, literacy and numeracy skills;
- Personal, social, health and economic education which:
 - reflects the School's aim and ethos; and
 - encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)
- For pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
 - is presented in an impartial manner
 - enables them to make informed choices about a broad range of career options; and
 - helps to encourage them to fulfil their potential
- All pupils have the opportunity to learn and make progress
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Children learn through their total experience at School and home. We work in partnership with parents. The School's motto "Perstare Praestare", "to persevere is to succeed" is central to everything that we look to achieve at Lochinver. The pupils are encouraged always to try their best and to rise to the challenges that are set for them.

This policy guides what pupils do, what teachers do, how time is managed, the organisation of the classroom and what the School as an organisation does to create an effective and well-managed learning environment in which the individual needs of each pupil can be met.



Objectives

The School's objective is to provide a broad and balanced curriculum that is well taught and relevant to the needs of pupils today, whatever their ability. This curriculum is designed to:

- Provide the knowledge, skills and understanding appropriate to a Pre Prep and Prep School education
- Prepare pupils for a place in an appropriate Senior School
- Lead to the development of a well-adjusted, appropriately confident, self-disciplined citizen
- Take note of national and independent guidelines and relevant examination board syllabus and give experience, but not exclusively, in the following areas:

Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing not only in English, but through other languages too.

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.

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: This area includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history and geography make a strong contribution to this area.

Physical: 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 also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, movement, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Educational approach

Lochinver does not subscribe to any particular educational theory, method or dogma. A variety of methods, styles and approaches are in use in classrooms, teaching areas and on school visits. The methods that a teacher uses are left to his or her professional judgement. This will be based on experience, continuous professional development, the abilities of pupils and topics being taught. Regular assessment, evaluation and monitoring of the teaching and learning of pupils is used to inform curriculum planning.

We believe that pupils learn best when they:

- Are happy
- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which are appropriate to their ability, with due regard to any Individual Educational Plans
- Clearly understand the task
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated



The learning environment

This should be organised to ensure that pupils have the opportunity to:

- Work individually, in groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Achieve academically
- Enhance self-esteem

Learning takes place in an environment which:

- Is challenging and stimulating
- Is organised
- Is peaceful and calm
- Is happy and caring
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities
- Provides a working atmosphere

Lochinver Language of Learning

A 'Lochinver Language of Learning' is used to help encourage pupils to develop skills as independent learners who understand the value and purpose of learning tasks. We also aim to use the 'Lochinver Language of Learning' to start the pupils on a journey of lifelong learning. There are five central areas: Perseverance, Curiosity, Honesty, Respect, and Organisation and Independence. These five areas are aligned with the 'Core Values' of the School (See Appendix 2 for the Language of Learning poster).

Classroom management

There must be a good balance of individual, group and whole-class teaching allowing pupils the opportunity to work independently through appropriately differentiated tasks. Teachers must choose the style of teaching which is the most effective in achieving the outcomes described by the objectives of a particular task.

The Teacher

All teachers are required to plan their teaching in order to meet the School's aims and objectives.

Teaching

We believe that effective teaching:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Fosters in pupils self-motivation, the application of intellectual, physical and 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 good knowledge and understanding of the subject matter being taught
- Utilises effectively classroom resources of a good 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



- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
- Does not undermine 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 the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010
- Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010
- Induces positive attitudes to learning
- Enables teacher and pupil to feel successful and fulfilled

Time Management

Activities are well planned so that each pupil is working at their appropriate level, that they begin and end promptly and that pace is maintained. All pupils should know what to do as soon as they enter the classroom and after they have completed an activity. The lesson objective should be explained to the class at the beginning of the lesson and ideally should be available for pupils to refer to during the lesson.

Achievement

Academic, social, physical and creative achievements are celebrated in many ways as an ongoing process in all aspects of School life, by:

- Verbal or written praise by teachers, peers and Headmaster (notably at his weekly 'Good Work' drop in).
- The awarding of stickers, credits and certificates
- Praise on a postcard
- Invitation to Headmaster's 'chocolate break'
- Mentions in assembly
- One to one sessions with teachers or tutors
- Displays of work
- Opportunities to perform or share
- Sharing success with the community
- Encouraging self-esteem

Teachers and Tutors need to assess, monitor, reflect and review the achievements of each pupil on a regular basis. Pupils should be involved in this process by the encouragement of self-appraisal and target setting. Self-assessment is an integral part of the teaching and learning process.

Display

Display in the School should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect individual pupil's efforts as well as ability. Displays should stimulate discussion and may be accompanied by pupil's questions and answers.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- Agreed by the pupil and clearly understood
- Fair and consistent
- Realistic and positive
- Kept to a minimum but enforced

All rules should result in pupils knowing the boundaries of behaviour and should be set within the terms of The Behaviour Management, Rewards and Sanctions and Exclusions Policy.

Cover

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence, if possible, a telephone call should be made to discuss the pupil's work. Timetables and curriculum documents can be found on the CRL.



School Policies

School policies are set out in the Staff Handbook and held within the CRL. It is the duty of each teacher to be familiar with School policies and to apply them.

Equal Opportunities

All pupils have the right to equal opportunities. Teachers' expectations of behaviour and performance by all pupils should be the same. All activities, including extracurricular activities at Lochinver House School are open to all pupils, numbers permitting, although some groups (e.g. sports teams and musical groups) may well be selected on merit.

Record Keeping

Teachers must keep detailed records of their work with their classes and of individual pupil's attainment and progress. The School has an Assessment, Screening, Tracking and Target setting plan. Other records are left to the teacher's professional discretion.

Physical organisation

Furniture

All classrooms should have tables and chairs arranged for:

- Ease of working
- Flexibility
- Purposeful discussion where appropriate

Resources

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive and accessible. Pupils should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant textbooks, dictionaries, thesauri and atlases should be available in each classroom.

The School library and classroom libraries should be used to enhance the curriculum.

Resource Finance

Curriculum areas are allocated money according to the needs identified in the School and Departmental Development Plans. Heads of Department are required to make an annual budget request to the bursar.

The Pre Prep Department (Reception – Year 2)

Pre Prep covers years Reception to Year 2. All are located in the Salter Building. There is a Head of Department who is responsible to the Headmaster. All lessons, except Music, Drama, MFL, PE and ICT, which are taken by specialist teachers, are taught by the Form Teacher.

The Senior Department (Year 3 – Year 8)

Year 3 and 4 are taught by class teachers and there is a Head of Department who is responsible to the Headmaster. An increasing number of subject specialists are involved: Science, MFL, and Art and Design Technology, Music, Drama, PE/Games and ICT. All other lessons are taught by the Form Teacher.

From Year 5, pupils are taught entirely by subject specialists. There is a Head of Department for each subject who is responsible to the Headmaster and is required to work with the Academic Director and the Form Teachers in Pre-prep and Years 3 and 4.

From Year 3 pupils are set in Maths. In Year 6, pupils are set in French. There are 2 sets in each of these year groups.

Some pupils may drop Latin in Year 5 or 6 if they require Learning Support and it is felt that this is an appropriate route for them.



In Years 7 and 8 three forms are normally created; two mixed ability classes that are set in Maths, French and Science and a third class that moves through the curriculum at a faster pace. At this stage some of the pupils discontinue Latin and instead they may do some Extra English, Extra Maths, General Studies and Learning Support.

At 13 pupils will sit their Common Entrance or Scholarship Exams to Independent Senior Schools.

Policy Reviewed: 28.03.2017
Policy Review Date: 27.03.2019
Policy linked to: Able and Talented Policy, Assessment and Recording Policy, Behaviour Management, Rewards and Sanctions and Exclusions Policy, Data Protection Policy, Differentiation Policy, Drugs Education Policy, EAL Policy, Educational Visits Policy, Feedback and Marking Policy, Homework Policy, Learning Support Policy, Privacy Notice, PSHEE, British Citizenship and Careers Policy, Report Policy, Setting and Streaming Policy, Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures, Sex and Relationship Education (SRE) Policy

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.



Appendix 1

Early Years Foundation Stage Learning Goals

The prime areas:

Communication and language

Listening and attention: pupils listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: pupils follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: pupils express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Writing: Pupils use clearly identifiable letters using the Lochinver cursive script to represent sounds in sequence. Pupil use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others and include punctuation such as, capital letters, full stops and question marks. Some words are spelt correctly and others are phonetically plausible.

Physical development

Moving and handling: pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: pupils know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other pupils.

The specific areas

Literacy

Reading: pupils read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Mathematics

Numbers: pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: pupils use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



Understanding the world

People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: pupils recognise that a range of technology is used in places such as homes and Schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



Perseverance

Problem Solving

I can work this out if I look at the options

Attention to Detail

I need to recognise the small but important things

Overcoming Failure

I will learn from this and bounce back

Having a Growth Mindset

I can't do this *yet!*



Curiosity

Questioning

I wonder why...

Taking Responsible Risks

This is new but let me have a try.

Noticing

I can see the detail and the bigger picture

Flexible Thinking

How else might I do this?

Lochinver
learning
language

We strive to have...



Honesty

Self-Reflection

Am I learning in the right way?

Self-Assessment

This went well, but I need to work on this

Peer-Assessment

You have done this well, but you need to have another go at this.

Review

How can I improve?



Respect

Being Collaborative

Let's work together as a team

Having Empathy

I wonder how they are feeling?

Listening

I need to listen to others and respect their ideas

Learning from others

I wonder what I can learn from others?



Organisation and Independence

Being a creative individual

I have a great idea—I'll do this my way

Being Resourceful

What can I use to help me with this?

Taking Responsibility

I am in control of my behaviour and learning

Having Self-Control

I will avoid distraction and think before acting

