



PINEWOOD

Est. 1875

CURRICULUM POLICY

A Whole-School policy including the EYFS

Introduction

At Pinewood the curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. This policy has been designed in line with the school's values. These are to allow Pinewood children to enjoy a happy, secure and fulfilled childhood that engenders courteous, kind, cultured and considerate children who possess a degree of independence and a bedrock of traditional Christian values. It includes not only the explicit requirements of the taught curriculum, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

Pinewood ensures its pupils are offered a curriculum that is both broad and balanced, delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.

We aim:

To promote in our children a curiosity and love of learning enabling them to acquire a solid base for lifelong learning.

To teach our children the knowledge and skills necessary for them to take responsibility for independent learning now, and in future years. To develop our children's critical and creative faculties, and the skills to research, sort, record and evaluate information.

To expose our children to challenges outside the classroom to help them build character, encourage teamwork, foster initiative and take informed decisions involving risk.

To provide a broad and balanced full-time education that offers a planned and monitored curriculum that engages, excites and challenges our pupils and ensures all pupils make good progress; providing them with experience in linguistic, mathematical, scientific, computer science, human and social, physical and aesthetic and creative education.

To develop their knowledge, skills and understanding appropriate for their age and aptitude and to enable them to gain entry into their chosen senior schools at either 11 or 13+, and to fulfil the requirements of the EYFS and ISEB and to enrich the learning experience for our pupils beyond the usual confines of the National Curriculum, 11+ and Common Entrance.

To offer our children opportunities to develop their prowess in the dramatic, artistic, musical and sporting arenas.

To produce 'cultured' children who have an awareness of, and appreciation for, other civilisations as well as their own, and too instil in our children the values of tolerance, compassion, honesty, kindness, courtesy and consideration.

To promote citizenship and an understanding of the importance of stewardship of the local and global environment and effectively prepare them for the opportunities, responsibilities and experiences of life in British society.

To develop our pupils' moral compasses and enhance the children's spiritual awareness.

Independent School Standards Regulations

This policy cross-references the Independent Schools Inspectorate's Checklist for The Independent School Standards Regulations. Specifically, this policy demonstrates that the plans and schemes of work in use at the school –

- i) Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- ii) Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

This document is broken down into the following sections:

1) Planning

Part 1, 2, (2) (a)

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

Part 1, 2 (2) (b)

That pupils acquire skills in speaking and listening, literacy and numeracy skills

2) English as an Additional Language

Part 1 2 (2) (c)

Where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country

3) Life Skills and SMSC

Part 1, 2, (2) (d)

Personal, social, health and economic education

4) Careers Guidance

Part 1, 2 (2) (f)

For pupils receiving secondary education, access to accurate, up-to-date careers guidance that –

- i) *Is presented in an impartial manner*
- ii) *Enables them to make informed choices about a broad range of career options; and*
- iii) *Helps to encourage them to fulfill their potential*

5) Pupils Below Compulsory School Age

Part 1, 2 (2) (f)

Where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

6) Assessment and Reporting

Part 1, 2 (2) (h)

That all pupils have the opportunity to learn and make progress.

7) Preparation for Life in British Society

Part 1, 2 (2) (i)

Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

8) Roles and Responsibilities

9) Overall responsibility for the Curriculum

Planning

Part 1, 2, (2) (a)

Part 1, 2 (2) (b)

Early Years (Reception and Nursery)

The Early Years Foundation stage adheres to the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning, divided into 3 Prime areas and 4 Specific areas:

Prime Areas of learning

Communication and Language

Personal, Social & Emotional Development

Physical Development

Specific Areas of learning

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

The curriculum and its programme of activities, including ballet are appropriate to the educational needs of our pupils in relation to their personal, social, emotional and physical development and communication and language skills.

Pre-Prep (Years 1 and 2)

In the Pre-Prep, pupils follow the curriculum outlined in the school's long term and medium term planning documents which are informed by the Primary Strategy and take a Creative curriculum approach. We utilise our independence to offer opportunities that go beyond the national curriculum as well as adapting elements of it.

In Years 1 and 2, while most lessons are still taught by the class teacher, some areas of the curriculum are taken by subject teachers. In Key Stage 1 the children have weekly French, Music, Drama, Art/DT, Life Skills, PE, Games lessons, in addition, to an academic curriculum incorporating English, Mathematics, Science, Geography, History, R.S, and Computer Science. Pupils have regular Enrichment and Gardening sessions throughout the year and also have the opportunity to take up Ballet and Judo lessons. In Year 2 pupils have a second Games lesson and the opportunity to take up individual Music lessons. This, together with increasing use of Prep School facilities, helps to ensure a smooth transition into Year 3.

The Sport and PE provision is taught by a range of staff including the Pre-Prep and EYFS PE and Games coordinator and uses all of the schools Sport facilities. Early Years have a focus on skill development, gross motor control and are taught the basics of team games using different equipment. Years 1 and 2 have a greater emphasis on specific Games techniques e.g. hockey, tag rugby, netball, football, athletics, cricket and tennis, along with continued skill development e.g. agility, balance, coordination, stamina.

Performing Arts is encouraged for all the children and termly opportunities are provided for children to perform to an audience including Harvest Festival, Christmas Nativity, Class and Year group assemblies, Summer Term year 1 and 2 play, and a range of Open Mornings, Grandparents' Day, and Arts Festival.

Further variety is brought into the curriculum through a comprehensive programme of after school clubs for Year 1 and 2. These include Music, Gardening, a language club, STEM and 'Out and About', with all pupils having opportunities to experience all of them throughout the year. In addition the curriculum is enhanced by a wide variety of trips and visitors all of which provide further opportunities to extend academic achievement alongside pupils' personal development.

For a more detailed explanation of the curriculum please refer to the Pre-Prep Schemes of Work.

Prep (Years 3 to 8)

Between Years 3 and 8 the curriculum is devised by the school.

The school has devised its own schemes of work incorporating Long Term and Medium Term and Short Term Planning. Long Term and Medium Term Plans are reviewed on a termly basis in each subject. Schemes of work up to and including Year 6 are related to the Primary Curriculum. In Years 3 and 4 the Primary Curriculum is taught within a creative curriculum format. The creative curriculum is based on a history or geography topic for a term, for example, The Rainforest. This 'topic' is covered in depth and encompasses all subjects within the timetable. English, humanities and art are particularly linked whilst science, mathematics and other subjects are incorporated where relevant. In Year 5 and 6, there is a termly over arching theme for example 'relationships'. When relevant this is integrated into all subjects within the curriculum. The curriculum from years 3-6 focuses on skills and encourages investigation, evaluation and presentation. Children are able to develop their speaking and listening skills, IT skills and collaboration skills whilst also applying newly acquired knowledge.

In Years 7 and 8 the English, Mathematics, Science, French and Latin Curriculum accords to the Common Entrance syllabus composed by ISEB. The Geography, History and Theology, Philosophy and Ethics (T.P.E) curriculum link together creating a Pinewood School Humanities curriculum. The Year 7 themes are Power, Influence & Globalisation and Conflict & Resolution. Topics for Year 7 include the rise and fall of the British Empire, the Napoleonic Wars, WW1, the inter-war years and the Suffragettes. Year 8 topics embrace the theme of 'Big Issues' and answer key questions, such as Churchill: Hero or Villain? What are your human rights? British identity, civil rights, current affairs and debates are also covered as the children move towards deeper critical thinking and analysis skills needed for their senior schools. Since 2017 pupils have not sat CE papers in History, Geography and TPE and instead complete a portfolio of work which may be sent to senior schools.

In years 7 and 8 a Top Set is formed for all subjects and these pupils may go beyond the CE syllabus in preparation for academic scholarships.

All plans and schemes of work have been devised to -

- i) take into account the ages, aptitudes and needs of all pupils
- ii) not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Long Term Plans – These are broad outlines, indicating progression in knowledge from year to year. These are available on the school's website site in the form of a termly Curriculum Plan

Medium Term Plans - These are the more detailed plans which give guidance on the objectives and specifically show what is to be taught within each topic area. They may also detail success criteria, assessment, embedded ICT and Life Skills.

Short Term Plans – These are the day-to-day plans of individual teachers, as they plan each step towards achieving the aims and goals set out in the Medium Term Plans. These are used to set out the learning objectives for each lesson, and to identify activities, teaching strategies and resources. They specify differentiation and assessment.

Plans are working documents and are annotated to show how they are adapted to enable pupils to meet their potential and make progress across the curriculum.

All levels of teachers planning are monitored by Heads of Department, the Director of Studies and Director of Education and should be available when requested.

In the Foundation Stage, Pre-Prep, and Lower School, the school adopts an inter-disciplinary topic approach to curriculum planning, incorporating both the creative curriculum and the Key Stage One Primary Curriculum. The curriculum is planned carefully, to ensure there is coherent and full coverage of all aspects of the curriculum and early learning goals, and that there is planned progression in all curriculum areas which includes the teaching of French from Year 1.

In the Prep School pupils are given the opportunity to experience a wide variety of subjects: History, Geography, Theology, Philosophy and Ethics (T.P.E) French, Classics, Computer Science, Drama, Art, PE, Games, and Life Skills as well as English, Mathematics and Science. As an IAPS school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

Delivery

The children in the Nursery attend on a session by session basis. The minimum number of sessions a pupil can attend is 3. In years 1 and 2 pupils attend every day (Monday to Friday), in the Prep School pupils attend every day (Monday to Friday) and every day (Monday to Saturday) on a fortnightly basis. The formal curriculum is enriched by day trips, residential visits, invited speakers, productions and themed curriculum days.

Early Years and Pre-Prep classes are organised as mixed ability groups. Differentiated teaching responds to the variety of academic ability. In the Prep School setting takes place in different subjects and in different year groups dependent on the needs of the pupils.

Pupils in years 3 – 8 acquire skills in speaking and listening, literacy and numeracy through the study of the following subjects:

Subject	Year Group and number of lessons for each subject (45 minutes unless stated otherwise)					
	Year 8	Year 7	Year 6	Year 5	Year 4	Year 3
English	4	4	4	4	4	4
Maths	4 (5 for sets 3+4)	4	4 (5 for sets 3+4)	5	5	5
Science	4	4 (5 for sets 3+4)	4	4	2	2
Geography	2	2	2	2	2	2
History	2	2	2	2	2	2
TPE	2	2	2	2	2	2
French	4	3	3	2	1	1
Latin	2 (sets 1+2)	2 (sets 1+2)	1(sets 1+2)			
Computer Science	1 (sets 3+4)	1 (sets 3+4)	1	1	1	1

Art	2	2	2	2	1	2
Music	1	1	1	2	2	2
Drama		1	1	1	1	1
PE	1	1	1	1	1	1
Life Skills	1	1	1	1	1	1

Provision on a Saturday

The Deputy Headmaster with the Director of Sport draw up a Saturday plan depending on when matches are being played. This could include STEAM workshops or play rehearsals depending on matches.

Prep is set appropriate to the age and ability of the pupil. (See Prep Policy)

Inclusion and Differentiation

The curriculum at Pinewood is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

If a pupil has learning difficulties, Pinewood does all it can to meet these individual needs through the schools Learning Skills Department. This is carefully overseen by the Head of Learning Skills/SENCO who liaises with staff who are responsible for the individual pupils' needs at that stage in their education. The Learning Skills Department can provide in-class support, support away from the classroom (small group or one to one), and guidance to the class teachers. Children who have English as an additional language are assessed and where necessary a Personalised Learning Form (PLF) is drawn up meeting their individual needs. These are catered for by class teaching staff and the Learning Skills Department. Details of EHC plans are available in the SEND policy.

If a pupil is identified as having specific and outstanding strengths in a subject Pinewood does all it can to meet their needs through the schools Enrichment Department and a variety of extension opportunities promoted and led by HoDs. These are monitored and reviewed by Heads of Departments, the Head of Enrichment and the Director of Education

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Pupils in years 3 are placed into sets for Maths at some point in the academic year, dependent on the needs of the cohort and year 4 are set for Maths. Pupils are then put into sets in year 5 based on two blocks; English, French and the Humanities, and Maths, Science and Latin.

In year 7, a top set for all subjects is formed based on pupils' progress, academic attainment and attitudes, and innate ability as indicated by VR and NVR tests. Planning takes into account the individual needs of this group and goes beyond the normal Common Entrance syllabus.

English as an Additional Language

Part 1 2 (2) (c)

At Pinewood, we celebrate the fact that a number of our children speak more than one language and the diversity that this can bring to the school environment. We also recognise that this means that these children may have

particular learning requirements linked to their progress in learning English as an Additional Language, which may affect all areas of the curriculum. See the EAL policy for further details.

Life Skills and SMSC

Part 1, 2, (2) (d)

Life Skills

The Life Skills Scheme of Work reflects the school's aims and ethos, and encourages respect for other people. The Scheme of Work promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The Life Skills Scheme of Work from Reception up to and including Year Eight is based on the 'Jigsaw' scheme of work that adopts a mindfulness approach bringing together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. In the Early Years and in Years One and Two pupils have a timetabled lesson per week in addition to Circle Time and Assemblies where underpinning values are promoted. In the Prep school pupils have a 45 minute lesson each week which may be incorporated into form time. Pupils are taught by form tutors.

The Life Skills Scheme of Work is made up of 6 puzzles which form half-term units of work

Being me in my world – exploring our place in class, school and the global community

Celebrating Difference – includes anti-bullying and diversity

Dreams and Goals – includes goal setting, aspirations for self and the world, and working together

Healthy Me – includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Relationships – includes understanding friendship, family and other relationships, conflict resolution and communication skills

Changing Me – include sex and relationships education in the context of coping positively with change

The scheme aims to teach children to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others. Lessons have been built around the requirements set out in the latest government guidance on teaching about mental health. Lessons are designed to provide opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings) in addition to developing knowledge. The practice of mindfulness is taught in 'Calm Me' time, through visualisation and breathing techniques, enabling children to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives.

The Healthy Me Puzzle is where most of the 'traditional' health promotion lessons are, including aspects such as a 'Eat Well' plate and the importance of physical activity for a healthy body (and mind) in the earlier year groups, to the more sophisticated health messages about choice, lifestyle and mental and emotional health promotion in the older year groups.

The Scheme of Work does not cover radicalisation and extremist behaviour *explicitly*, but lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. It also includes a mapping document that shows how the 5 strands of the British Values agenda have been covered.

The Life Skills Scheme of Work is enhanced by organised activities and presentations e.g., a Childnet Internet safety talk.

Spiritual, Moral, Social and Cultural Education

The school provides opportunities for the development of SMSC through the direct teaching of Theology, Philosophy and Ethics (T.P.E) and Life Skills. However, SMSC permeates the school and is not defined solely by its discreet and direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. These opportunities are highlighted within the Medium Term plans.

Just as a debate on capital punishment may be found in a Year 7 Theology, Philosophy and Ethics lesson so too a History class may discuss the morality of Henry VIII's divorces. The pupils benefit from a Spiritual, Moral, Social and Cultural education through their varied experiences in the school day such as: assemblies which usually have a moral theme and a prayer; visitors who this year have addressed the pupils in assemblies have done so on issues such as supporting the Swindon Food Bank, developing schools in Africa and helping the local community at Harvest time. School trips to places such as the War Museum address issues such as right and wrong, just as the school councils address the concerns on a range of issues raised by pupils.

In addition Houses and whole school fundraising allows pupils to support a number of charities and develops their understanding of local and global need.

Extra-Curricular Activities

The school is very proud of its extensive programme of extracurricular activities which offers a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities, ranging from chess to judo, from cooking to jewellery, from archery to polo. Activities change every term with up to 25 areas of experience. In addition the school has a thriving music department with many opportunities to attend a range of music clubs.

Careers Guidance

Part 1, 2 (2) (f)

As a Prep School which has pupils up to Year 8, Pinewood endeavours to start to lay the foundations of future career guidance by helping pupils come to have an understanding of their ability and interests. Careers guidance is presented in an impartial manner and helps encourage pupils to fulfill their potential. The Headmaster, Deputy Headmaster and Head of Middle School can all offer advice and guidance about future senior schools and talks are arranged detailing the process for choosing and applying to next schools. The activities programme helps to give breadth so that pupils can try new areas and explore different possibilities. In Years 5 to 8 this is complemented by a Kaleidoscope programme when pupils have an opportunity to listen to invited speakers. There are also talks about moving on to senior schools and about safe social media use to pupils and parents. In the past two years they have heard a range of people to include explorers, skiers, extreme sportsman, musicians and artists talk to them and answer questions.

Post-Scholarship Programme

Following their scholarship exams, our year 8 scholarship set have the opportunity to extend their understanding in many areas. They have the opportunity to work on projects such as "Dragons' Den" where they research a product for sale to the Pinewood community. They also take part in competitions such as the UKMT Junior Maths Challenge and go on a trip to Devon, while taking part in lectures, debates and other enrichment activities. The Scholars' Pastoral Tutor puts together the programme. The programme is also designed to ensure they are also prepared for senior school and takes into account their abilities and individual needs.

Pupils Below Compulsory School Age

Part 1, 2 (2) (f)

The Early Years Foundation stage adheres to the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning, divided into 3 Prime areas and 4 Specific areas:

Prime Areas of learning

Communication and Language

Personal, Social & Emotional Development

Physical Development

Specific Areas of learning

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

The curriculum and its programme of activities are appropriate to the educational needs of our pupils in relation to their personal, social, emotional and physical development and communication and language skills.

Assessment and Reporting

Part 1, 2 (2) (h)

The school ensures that all pupils have the opportunity to learn and make excellent progress. See the Assessment and Reporting Policy for further details.

Preparation for Life in British Society

Part 1, 2 (2) (i)

Our Life Skills programme actively encourages preparation for life in British society through the Jigsaw programme. Relationship and Sex advice is delivered at an appropriate age. Through the school's activity programme and Pinewood Adventure, pupils are given many opportunities to experience the opportunities afforded to them by living in this country.

Please also see the Prevent Policy for further details on how the school prevents people from being drawn into terrorism.

Roles and Responsibilities

Subject Coordinators/EYFS Specialist

Pre-Prep subject coordinators and an EYFS co-ordinator have responsibility for:

Maintaining and updating, in conjunction with the Director of Education, Head of Department and the Head of Pre-Prep and by active consultation with the relevant teaching staff, aims and objectives for individual subjects at Key Stage 1 and EYFS.

Maintaining a subject/department file, writing and reviewing subject policies with the Head of Department, monitoring and evaluating schemes of work and offering advice to colleagues

Ensuring that coherence in planning between the Foundation Stage, Years 1 and 2 and finally, between Years 2 and 3 is smooth and meaningful

The requisition, within financial circumscription and annual budgetary allowances, the resources needed for implementation of a scheme of work

Helping devise a useful and meaningful system of assessment that follow the guidelines detailed in the school assessment policy

Keeping abreast of current educational thought for the subject/department

Attending in-service training and where appropriate sharing useful and pertinent information with other staff

Attending departmental meetings with the Head of Department in the Prep School and report back to the Head of Pre-Prep and staff

Working with the Head of Department and support of the Director of Education to monitor and evaluate their specialist area

Head of Department

The role of Head of Department is to:

Oversee the curriculum and planning for the subject

Provide a strategic lead and direction for the subject

Support and advise colleagues on issues related to the subject

Monitor pupils' progress in that subject area

Provide efficient resource management for the subject

Maintain the quality of teaching and learning for the subject

Maintain a departmental development plan audit

Keep up to date with developments in their subject

To review the curriculum plans and ensures that progression is planned into the schemes of work

To monitor the way that a subject is taught throughout the school – this includes monitoring books, sharing lessons, etc.

To maintain records of all summative (exam/test) data

Overall responsibility for the Curriculum

The Headmaster has overall responsibility for the curriculum. The Director of Education and Director of Studies oversee curriculum planning and provide guidance to Heads of Department through INSET and Heads of Department meetings (other aspects of this monitoring of the curriculum are detailed in the Teaching and Learning Policy and Assessment Policy).

This policy is monitored by the Headmaster and the Director of Education.

It will be reviewed every year.

Reviewed and Updated October 2020
Reviewed by Ruth Hall, Director of Education/ Sam Downe, Director of Studies,
Laura Smyth, Head of Lower School
Next Review Date: October 2021