



*This policy applies to all pupils at Town Close House excluding those in EYFS for whom there is a separate policy.*

## THE CURRICULUM POLICY

### **Ethos and Aims:**

*We ensure that our children are kept **healthy** by providing good, nutritious food throughout the day, by following health and safety procedures and by providing plenty of opportunities for physical education and a comprehensive programme for personal, health, social and emotional education.*

*We ensure that our children **stay safe**. We have rigorous safe-guarding procedures, we have a policy for site security and we follow a positive behaviour policy. Corporal punishment is not permitted.*

*We ensure that we meet the **learning and development** needs of all our children through providing good quality and well differentiated learning activities, a broad range of interesting learning opportunities both in and outdoors, and plenty of opportunities for personal development. We recognize that every child is **unique** and so all children are given equal opportunities to learn and access the curriculum regardless of their abilities, race, gender or religious beliefs. We do not discriminate against any of our children or parents. The needs and requirements of any child with a statement of Special Educational Needs will be met and the child will be fully integrated into the life of the School.*

*In order to meet the learning and development needs of all our children we monitor and assess learning and development in a variety of ways. We use formal and informal information. We use formative and summative methods of assessment.*

*In the long term, attitude is more important than any particular measure of attainment at any point of a pupil's Prep School career; a pupil with a positive attitude to studies will make small regular increments of progress, regardless of where they happen to be on the 'ladder' of attainment at particular points in time. Eventually they will find that the small steps lead to high levels of attainment, but this may require patience. The School is characterised by an understanding of this point and, above and beyond the details of the organisation of the curriculum, is dedicated to promoting a positive approach to learning along with the associated skills of perseverance, concentration and independent thinking and study skills.*

*We ensure that all our children are provided with opportunities and experiences to make a **positive contribution** to their class, the School and the wider community beyond the School and across the world. We actively promote the spiritual, moral, social and cultural development of all our pupils. We work with parents as partners in the process of education and encourage their active involvement in the life of the School and their child's learning and progress.*

*We provide our children with the skills, knowledge, experiences and understanding to prepare them for the next stage in their education and for their **future independence** and **well being**.*

### **Learning Support**

Our Learning Support Department supports pupils who are not making the expected progress in one or more areas of the curriculum.

Following concerns raised by staff about a pupil who appears not be working at the expected level, the Learning Support Department will make observations of the child, discuss the concern with the member(s) of staff and analyse examples of differentiated class work. Parents are informed, as appropriate, and then formal assessment is carried out by our qualified staff in the Learning Support Department. It may be deemed necessary to refer to professionals such as the Speech and Language Therapist or Educational Psychologist, for example. Having discussed these results with parents and staff, we then put together an individualised programme of support enabling each child to reach their potential. This could include in-class support, a learning support group, individual tuition (at extra cost), the Lexia programme (on computer), or participation in one of our groups for social and communication skills.

### **English as an additional language**

We welcome children from a diverse range of backgrounds and are an inclusive Community where everyone is valued. This means that children for whom English is not their first language are not discriminated against. We integrate such children into the life of the School and differentiate activities and tasks appropriately so that they can fully access the curriculum.

### **Teaching and Learning**

All aspects of the curriculum at Town Close are underpinned by the School's Teaching and Learning Policy.

- The Teaching and Learning Policy is a statement of how teaching and learning takes place at Town Close.
- Its aim is to create consistency, coherence and continuity by developing a shared understanding of the quality and type of teaching and learning expected at Town Close.
- It is used to aid monitoring and evaluation.

- It is used to inform lesson planning, staff development and strategic planning in conjunction with the School Development Plan.
- It reflects what Town Close values and what it believes is important in order to deliver an inclusive education to all pupils.

The above points mean that the Teaching and Learning Policy relates directly to the Ethos and Aims of the Curriculum Policy.

### **KEY STAGE ONE CURRICULUM IN THE PRE-PREP DEPARTMENT**

**The Key Stage 1 Curriculum is designed to achieve the School's aims and to support the School's ethos. We therefore follow very broad and enhanced Key Stage 1 programmes of study.**

Each child belongs to a Year 1 or Year 2 class and each class has a teacher.

- Children aged 5-6 years are Year 1 children.
- Children aged 6-7 years are Year 2 children.

Currently we have three Year 1 classes and three Year 2 classes.

One additional teacher works part-time in Year 2 every morning.

There are 3 full time teaching assistants and 1 part-time teaching assistant to support the children's learning and development.

The Year 1 class rooms are upstairs in the Pre-Prep buildings, while the Year 2 class rooms are in the Dearnaley building.

#### **Organisation**

As the children move into Year 1 and then Year 2 we gradually introduce more teacher directed lessons. Although we still provide plenty of opportunities for the children to engage in self-directed activities and independent learning, we follow slightly more rigid timetables and begin to use more forms of summative assessment.

We continue to provide a rich range of learning experiences both in and out of the classrooms. While in Year 1, the children continue to be taught in ability sets for most of their literacy lessons. When the children move into Year 2 they are taught in ability sets for phonics, hand writing and spelling skills and are also put into ability sets for their numeracy lessons. Music continues to be taught twice weekly by a specialist music teacher and weekly swimming lessons continue throughout the year. Year 2 children are also introduced to specialist games teaching.

There is an annual Year 1 musical concert for parents, swimming galas and special sports afternoons for both year groups, a Christmas play (led by Year 1), a Christmas carol service (led by Year 2) and a Summer term play/musical (performed by Year 2).

The classes all take it in turns to lead an assembly on two occasions through the year. Parents are invited to these assemblies.

The Learning Journal used in the Reception Year continues to be used to record a child's progress for their first term in Year 1. After this time, evidence of a child's learning is increasingly recorded in exercise books and files for the different curriculum subjects covered, as is appropriate. The emphasis however, is on developing children's minds, and their basic communication and numeracy skills. The emphasis is on keeping children's learning active, rather than in producing lots of recorded work.

The curriculum covers the following subjects:

- Literacy – speaking and listening, reading and writing.
- Mathematics
- History, Geography and Religious Studies.
- Personal, Health, Social and Emotional Studies.
- Music.
- Art and Design Technology.
- Games, Dance and Physical Education and Swimming
- Information and Communication Technology

The learning objectives for the term are made available to parents, through our parents' information evenings. They are also made available on display in the class room areas and can be provided for parents on request.

All our Year 2 children take part in the Key Stage 1 Standard Assessment Tasks (SATs) at the end of their time in Year 2.

### **Assemblies**

Assembly is held every Monday and Friday and hymn practices are held on a Tuesday and Thursday. Assemblies are occasions which foster the development of a collective spirit and self-restraint. They are basically Christian but are designed to be respectful of other faiths.

Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them with special certificates. It is also a time in which children might share an extra-curricular achievement of theirs with the rest of the School.

We invite our local vicar to lead a few assemblies for us all, so that when the time comes to attend our Carol service at the local church, she/he is already known to the children and staff.

Each Key Stage One class leads an assembly twice a year with the assistance of their teacher. These occasions are advertised on the Pre-Prep calendars. Parents are invited to attend and share in these assemblies.

## **The daily timetables**

The school day begins at 8.45am but we make provision for the children to be in school from 8.30am.

8.55 a.m.	-	Assembly
9.15 a.m.	-	Lessons and Activities
10.25 a.m.	-	Mid-morning snack is provided
10.35 a.m.	-	Morning break
10.55 a.m.	-	Lessons and Activities
12.45 -1.15 p.m.	-	Lunch is served
1.10 -1.55 p.m.	-	Lunch playtime
2.00 p.m.	-	Registration
2.00 p.m.	-	Lessons and Activities
3.30 p.m.	-	Class time for the end of the day
3.40 p.m.	-	School day ends

## **Parents as partners**

We actively encourage frequent communication between home and school.

Parents are encouraged to visit the classrooms at the start or end of the day and to keep in touch with their child's teachers.

Parents are invited into school to hear about the timetable arrangements and the Key Stage 1 curriculum at a special evening meeting at the start of each year. Plans and timetables will be made available to parents at this meeting and copies can always be provided on request.

Parents are welcome to visit the class rooms at the start or end of the School day and to view the work on display.

When a child moves up to Year 1 from the Reception classes, there is a period of transition while the children learn to adjust to their new teachers and new timetabling arrangements. We actively encourage parents to continue to contribute to their child's Learning Journal. These accompany a child as he/she moves into Year 1 and continue to be used for the first term of the year. Parents are also asked to continue to keep recording comments in the home/school reading books that have been used in their child's Reception class.

## **Reporting to Parents**

Parents are provided with two written reports a year. One of these is in February and the other is at the end of the Year. There are also two parents' evenings provided when parents can consult with teachers about their child's progress.

At the end of a child's time in Year 2 the children will be assessed using the Key Stage One Standard Assessments or 'SATS'. A certificate is provided and sent home to record each child's achievement. We mark this occasion with a special final assembly for all our Year 2 children when they are given their 'Records of Achievement' and their Key Stage 1 SATs certificates.

## **Homework**

The purpose of homework is to consolidate and reinforce skills and understanding developed at school and encourages pupils to develop the skills, confidence and motivation needed to study.

In Year 1 a small amount of homework is introduced. It involves a maximum of 10 to 15 minutes activity and is usually based on reading and spelling.

In Year 2, homework is increased and there are usually three 15/20 minute exercises set per week. These are normally reading and spelling activities.

Teachers accept that children may sometimes be too tired to do the work set and we do not therefore consider it compulsory. It is provided for those parents who wish to help to reinforce their children's learning.

## **Our Behaviour Policy**

Corporal punishment is not allowed.

The Head of the Pre-Prep Department is the named person responsible for the behaviour management of all EYFS children.

We recognise that learning potential is increased through providing a structured and orderly environment, with equal opportunity and self-discipline as priorities.

A positive behaviour policy is adopted throughout the School i.e. we reward and reinforce the behaviour we wish to encourage.

Teaching staff reward a child's good/desirable behaviour with praise or by rewarding them with a sticker or special stamp mark.

School rules are kept to a minimum and are designed for the safety and well being of the children.

Our PHSE curriculum for Key Stage 1 pupils helps the children to understand the School rules and why they are necessary.

**These are our School Rules:**

<b>Do be gentle</b>	<b>Do not hurt anybody</b>
<b>Do be kind and helpful</b>	<b>Do not hurt people's feelings</b>
<b>Do work hard</b>	<b>Do not waste your or other people's time</b>
<b>Do look after property</b>	<b>Do not waste or damage things</b>
<b>Do listen to people</b>	<b>Do not interrupt</b>
<b>Do be honest</b>	<b>Do not cover up the truth</b>
<b>Do forgive</b>	<b>Do not bear a grudge</b>
<b>Do share</b>	<b>Do not be selfish</b>

A full version of the School's behaviour policy will be made available on request or can be found on the School website.

**PREP DEPARTMENT CURRICULUM**

The organisation of the Prep Department Curriculum is designed to achieve several specific aims, which are also compatible with the **Ethos and Aims** of the whole of this policy:

- Pupils will be prepared for entrance to a variety of senior schools, both day and boarding.
- Pupils will make progress in a gradually widening range of subjects within the timetabled curriculum and will have the opportunity to make progress in a gradually widening range of pursuits outside the timetabled curriculum.
- Pupils will benefit from a gradually widening range of specialist subject teaching as they move through the Prep. Department.
- That the above two points will enable pupils to discover where their talents lie and allow them to achieve the highest standards possible in these areas.
- That, because of the organisation of the curriculum and other factors, pupils will acquire good independent learning skills and good independent personal organisation skills.

### Year 3

- Children aged 7-8 years are Year 3 children.

Each child belongs to one of three mixed ability classes and has a form teacher who teaches them for the following subjects:

- English
- Science
- History
- Geography
- RS
- Art

These subjects take up just under half the total number of lessons in the week, thus giving pupils social and emotional stability from building up a relationship with one particular teacher.

The opportunity for pupils to benefit from specialist subject teaching from a relatively young age is a distinctive aspect of the provision at Town Close.

Pupils benefit from specialist subject teaching in their form groups in the following subjects:

- French
- DT
- PE
- PSHE
- ICT
- Music
- Drama

Pupils benefit from specialist subject teaching in 4 sets for:

- Maths – The setting and the extra group are helpful in ensuring that each child receives appropriate teaching and support. The 4<sup>th</sup> set usually has fewer than ten pupils in it.

Pupils benefit from specialist subject teaching for:

- Games – Year 3 & 4 pupils all have Games at the same times during the week. Boys and girls are taught separately. Groupings are flexible so there is the opportunity for Year 3 pupils to be taught with Year 4 pupils if they show particular aptitude in individual sports. The following sports are taught:

1. Girls – Hockey and Netball (Autumn & Spring), Rounders (Summer)
2. Boys – Rugby (Autumn), Hockey (Spring), Football (Autumn & Spring), Cricket (Summer)

Year 3 pupils do not sit internal school exams in November (as in Years 4-8), but do sit exams in June in English and Maths.

#### Year 4

- Children aged 8-9 years are Year 4 children.

Each child belongs to one of three mixed ability classes and has a form teacher who teaches them for the following subjects:

- English
- Science
- History
- Geography
- RS
- PSHE

These subjects take up just under half the total number of lessons in the week, thus giving pupils social and emotional stability from building up a relationship with one particular teacher.

The opportunity for pupils to benefit from specialist subject teaching from a relatively young age is a distinctive aspect of the provision at Town Close.

Pupils benefit from specialist subject teaching in their form groups in the following subjects:

- French
- DT
- PE
- Art
- ICT
- Music
- Drama

Pupils benefit from specialist subject teaching in 4 sets for:

- Maths – The setting and the extra group are helpful in ensuring that each child receives appropriate teaching and support. The 4<sup>th</sup> set usually has fewer than ten pupils in it.

Pupils benefit from specialist subject teaching for:

- Games – Year 3 & 4 pupils all have Games at the same times during the week. Boys and girls are taught separately. Groupings are flexible so there is the opportunity for mixed Year 3 and Year 4 groups depending on aptitude in individual sports. The following sports are taught:
  1. Girls – Hockey and Netball (Autumn & Spring), Rounders (Summer)
  2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

Year 4 pupils sit internal school exams in English and Maths in November. Year 4 pupils sit internal school exams in English, Maths and Humanities (History, Geography & RS) in June.

### Year 5

- Children aged 9-10 years are Year 5 children.

At the beginning of Year 5, pupils are placed in ability streams. There is an 'A' stream and two 'B' streams; the two 'B' streams are of equal average ability. Great care is taken in considering which stream a pupil is placed in. Exam and test results are taken into account, but other forms of assessment have equal weight, including general work in class. Social factors are taken into account when organising the 'B' streams. This arrangement helps the teachers to provide education which is appropriate for each individual pupil. The necessary nomenclature of this arrangement should not be taken as contradicting the **ethos and aims** of this policy and it also follows that the streaming arrangement is under constant review at Town Close, with pupils moving from stream to stream when appropriate.

There is a form teacher for each stream, but all subjects in Year 5 are taught by specialist subject teachers. The following subjects are taught to each stream:

- English (including Drama)
- Science
- French
- History
- Geography
- Rs
- PE
- ICT
- Music
- Art
- DT
- PSHE

Pupils benefit from specialist subject teaching in 4 sets for:

- Maths – The setting and the extra group are helpful in ensuring that each child receives appropriate teaching and support. The 4<sup>th</sup> set usually has fewer than ten pupils in it.

Pupils benefit from specialist subject teaching for:

- Games - Year 5 & 6 pupils all have Games at the same times during the week. Boys and girls are taught separately. Groupings are flexible so there is the opportunity for Year 5 pupils to be taught with Year 6 pupils if they show particular aptitude in individual sports. The following sports are taught:
  1. Girls – Hockey (Autumn), Netball (Spring), Rounders (Summer)
  2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

Latin is taught to 'A' streams in Year 5 and is offered to pupils (via parents) in 'B' streams who are considered to be capable of benefiting from instruction in the subject and who are considered not to be severely disadvantaged from losing the 2 lessons of English, which is a consequence of studying Latin.

Year 5 pupils sit internal school exams in English, Maths, Science and Humanities (History, Geography & RS) in November. Year 5 pupils sit internal school exams in English, Maths, Science, French, History, Geography and RS in June.

## Year 6

- Children aged 10-11 years are Year 6 children.

Year 6 pupils continue to be taught by specialist subject teachers for all subjects and to be arranged in ability streams (see Year 5) for the following subjects:

- English (including Drama)
- Science
- French
- History
- Geography
- Rs
- PE
- ICT
- Music
- Art
- DT
- PSHE

Pupils benefit from specialist subject teaching in 4 sets for:

- Maths – The setting and the extra group are helpful in ensuring that each child receives appropriate teaching and support. The 4<sup>th</sup> set usually has fewer than ten pupils in it.

Pupils benefit from specialist subject teaching for:

- Games - Year 5 & 6 pupils all have Games at the same times during the week. Boys and girls are taught separately. Groupings are flexible so there is the opportunity for mixed Year 5 and Year 6 groups depending on aptitude in individual sports. The following sports are taught:
  1. Girls – Hockey (Autumn), Netball (Spring), Rounders (Summer)
  2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

Latin is taught to 'A' streams in Year 6 and is offered to pupils (via parents) in 'B' streams who are considered to be capable of benefiting from instruction in the subject and who are considered not to be severely disadvantaged from losing the 2 lessons of English, which is a consequence of studying Latin.

Year 6 pupils sit internal school exams in English, Maths, Science and Humanities (History, Geography & RS) in November. Year 6 pupils sit Key Stage 2 SATs in May. Year 6 pupils sit internal school exams in Science, French, Latin (if appropriate), History, Geography and RS in June.

### Year 7

- Children aged 11-12 years are Year 7 children.

Year 7 pupils are taught entirely by subject specialist teachers. Pupils embark on the Common Entrance course in the following subjects:

- a) English (including Drama)
- b) Maths (this subject continues to be set separately)
- c) Science - this appears on the timetable as 'Science', but is taught generally as separate Physics, Chemistry and Biology.
- d) French
- e) Latin (top 2 groups only)
- f) History
- g) Geography
- h) RS
- i) PSHE (not a CE subject in itself, but linked to RS)

Teaching groups in Year 7 are organised in the following ways:

- 'Scholarship Groups Arrangement' – There are three groups, one of which is a small 'scholarship' group. Pupils in this group are thought capable of benefiting from scholarship level work. Whether they actually take a scholarship depends on the nature of the Senior School they are planning to attend. The rest of the pupils are placed in an 'A' group and a 'B' group. The smaller size of all three groups gives greater opportunity for individual attention for all pupils. Pupils study the following (Common Entrance) subjects in these groups:
  - a. English (including Drama)
  - b. Science
  - c. French
  - d. Latin (top 2 groups only)
  - e. History
  - f. Geography
  - g. RS
  - h. PSHE (not a CE subject in itself, but linked to RS)
  
- Mixed ability forms - They receive subject specialist teaching in their, mixed ability, forms in the following subjects:
  - a) PE
  - b) ICT
  - c) Art
  - d) DT
  - e) Music
  
- Setting – Maths continues to be set separately, as in all years in the Prep. Department.
  
- Games - Year 7 & 8 pupils all have Games at the same times during the week. Boys and girls are taught separately. Groupings are flexible so there is the opportunity for mixed Year 7 and Year 8 groups depending on aptitude in individual sports. The following sports are taught:
  - 3. Girls – Hockey (Autumn), Netball (Spring), Rounders (Summer)
  - 4. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

Year 7 pupils sit internal school exams in English, Maths, Science, French, Latin (if appropriate) History, Geography & RS in November. Year 7 pupils sit internal school exams in English, Maths, Science, French, Latin (if appropriate), History, Geography and RS in June.

## Year 8

- Children aged 12-13 years are Year 8 children.

Teaching groups in Year 8 are organised in the following ways:

- 'Scholarship Groups Arrangement' – There are three groups, one of which is a small 'scholarship' group. Pupils in this group are thought capable of benefiting from scholarship level work. Whether they actually take a scholarship depends on the nature of the Senior School they are planning to attend. The rest of the pupils are placed in an 'A' group and a 'B' group. The smaller size of all three groups gives greater opportunity for individual attention for all pupils. Pupils study the following (Common Entrance) subjects in these groups:
  - a. English (including Drama)
  - b. Science
  - c. French
  - d. Latin (top 2 groups only)
  - e. History
  - f. Geography
  - g. RS
  - h. PSHE
- Streaming – There is an 'A' stream and a 'B' stream. Pupils study the following subjects in these groups:
  - a. DT
  - b. Art
  - c. Music
  - d. ICT
  - e. PE
- Setting – Maths continues to be set separately, as in all years in the Prep. Department.
- Games - Year 7 & 8 pupils all have Games at the same times during the week. Boys and girls are taught separately. Groupings are flexible so there is the opportunity for mixed Year 7 and Year 8 groups depending on aptitude in individual sports. The following sports are taught:
  1. Girls – Hockey (Autumn), Netball (Spring), Rounders (Summer)
  2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

## The Tutor Group System

All pupils in the Prep. Department are members of a Tutor Group.

- In Years 3 & 4 the form teacher is also the tutor.
- On entering Year 5, pupils are placed in a Tutor Group, which includes 10-12 other pupils from Years 5-8. They remain in the same Tutor Group, and with the same tutor, throughout the remainder of their time at Town Close. We recognise that pupils in Years 5-8 may not spend much time with their form teacher, at least compared with earlier years, and that some pupils will need extra social, emotional and organisational support, particularly when they enter Year 5 and are being taught entirely through subject specialist teaching.
- Each pupil has a House Card, which they keep with them throughout the week. Points are awarded, and recorded, in the House Card by members of staff. Points are awarded for a variety of accomplishments, but they are all a recognition of notable effort and are thus connected, directly and crucially, to the Aims and Ethos of this policy. Warning 'dots' and negative points can be given for actions which are considered to be against the spirit of the 'Code of Conduct', which is printed at the front of each House Card. Positive points outnumber 'dots' and negative points by a substantial amount, but together they build up a picture of how each pupil is doing from week to week. Since the pupil keeps the House Card with them in their blazer at all times, it is an important source of information between the School and home; parents are encouraged to look at it regularly with each child.

It is the tutor who has the overview of an individual pupil's education and who will be able to provide the support necessary to enable the pupil to take best advantage of the curriculum on offer at Town Close.

In Years 5-8 there are two Tutor Group sessions per week, one from 8.35am – 8.55am on a Wednesday and one lesson on a Friday. In these sessions a tutor will:

- Monitor the pupil's progress each week by checking their Homework Diary and by counting up their points in the House Card, discussing any issues raised during these processes. (The house points, once recorded, are collated in order to provide the results of the weekly House Points competition.)
- Carry out the Tutor Group programme of activities, prepared by the Deputy Head, which is part of the PSHE (Personal, Social and Health Education) provision at Town Close.

## Reporting To Parents

- Each pupil receives two full written reports per year and there is one parents' consultation evening per year group. This system is arranged so that each term, parents either receive a written report or are able to attend

a parents' consultation evening (in Year 8 there are two parents' consultation evenings, one of which takes place shortly after Common Entrance Mock exams and is only for consultations about Common Entrance subjects).

- All parents are encouraged to arrange appointments, with appropriate members of staff, at any other time if they are at all concerned about any aspect of their child's education or, indeed, if they just want to check on their child's progress.

### Effort Grades

Reflecting its importance in the Aims and Ethos of this policy, we attempt to grade effort. To a certain extent these grades are necessarily subjective. Their chief purpose is as an opportunity to open up a dialogue between pupils and teachers, between parents and teachers and between pupils and parents.

- There are two grade periods per term (only one in the Summer term). The date for sending grade cards home is listed on the Blue Card for parents. Effort Grades are awarded on a scale of A – E, A representing outstanding effort. D and E grades are a cause for concern. A C grade should be considered to be the norm. Grade cards should be signed by parents and returned to Form Teachers. Year group arrangements are as follows:
  1. Years 3 & 4 have a yellow card. Grades for English, Maths, Science, General Subjects and Games are compulsory. Grades for other subjects are optional .
  2. Years 5 – 8 have a green card. Grades for all written subjects are compulsory, as are grades for Games and PE. Grades for Music, Art, ICT and DT are optional.
  3. Pupils should expect to be given at least 2 effort grades per year in subjects designated as optional. Teachers are generally expected to give grades in these subjects when they assess the level of effort of particular pupils to be exceptional (either in a positive or a negative way).

### Homework

Homework is an important part of the curriculum for the following reasons:

- It enables consolidation of work done at School during the day. (Research into memory shows that people can lose up to 80% of new information after only 24 hours, but that revisiting new learning has a dramatic effect on their ability to recall new information.)
- It enables pupils to develop independent working skills, which will be increasingly important to them in the future, both at school and in the wider world.
- It involves parents in the work of their children and gives them a partial insight into the work of the School.

- All pupils from Years 1 - 8 are set homework.
- (see pre-prep section for details about homework in Years 1 & 2)
- In Years 3-5 about half an hour's homework is set each night and this should focus largely on the key skills of numeracy and literacy. They do not need to be written homework and, indeed, at these ages reading and learning tasks are often the most beneficial.
- In Year 6 pupils are set two homeworks per night, each of which should take them about 20 minutes. This policy, agreed at a Staff Meeting, is intended to lessen the impact of the move from one homework per night in Year 5 to two homeworks per night in Year 6.
- Year 7 & 8 pupils are set about an hour of homework per night in two different subjects.
- Pupils taking Latin do an extra homework per week in this subject.
- Only one homework is set on Wednesday night, as we recognise that those playing in sports fixtures are likely to be getting home late on that day.
- There is an extra History homework in Year 6 in order to offset reduced timetabled lesson time. This extra homework is optional for the teacher to set.
- One of the English homeworks in Year 5 is used to set spellings to learn.
- Staff encourage pupils to record all homework tasks in their homework diaries.
- The Prep Timetable is set each year for Years 3-8 and should be followed exactly by staff. (setting homework on non-timetabled days causes problems for pupils)
- Homework feedback, in common with all work and in line with the Marking Policy, is given as soon as possible.
- Pupils in the Prep Department can obtain a Homework Pass, from any teacher setting homework, if they consider that commitments outside of School are going to prevent them doing the homework in time. They can then do the homework in the library at lunchtime. This facility should only be used occasionally by pupils. Other School based commitments (choir practice, sports team practices etc) take precedence.
- Pupils in the Prep Department failing to complete homework satisfactorily have it noted in their House Card in order to bring the matter to the attention of parents and tutors. The teacher decides how the matter should be put right.
- Pupils in the Prep Department failing to complete satisfactory homework regularly are placed in detention (currently taking place from 4pm to 5pm on a Monday night). At least 48 hours notice is given. Detention can be deferred in exceptional circumstances, but inconvenience for pupils (and by extension, parents), is inherent in the system! Detention takes precedence over all other School based activities.
- Teachers set homework which they assess the pupils should be capable of doing. (The setting of homework which is too hard causes unnecessary angst for pupils and parents and is, therefore, counter-productive)
- The framework outlined in all the points above and in the Homework Timetable is important, but there should also be flexibility in the system. All parties (teachers, pupils and parents) are expected to exercise flexibility in dealing with the subject of homework.

## Extra-Curricular Activities

Extra-curricular activities are an important part of the total curriculum provision at Town Close and an ever widening range of activities is on offer as pupils progress through the Prep. Department. The nature of these activities varies slightly, depending on the enthusiasms of individual members of staff, but fixtures of the programme include: Sports practices for teams, Music practices, including orchestras, instrumental ensembles and choirs, Drama groups and A.S.C (Adventure Service Challenge). An up to date list of the activities on offer can be found on the termly Blue Card.

Individual instrumental tuition is available for a wide range of musical instruments. It is delivered by a number of peripatetic music teachers. Parents are charged for pupils' individual instrumental tuition. Details can be obtained from the Head of Music, who organises the extensive programme.

## Educational Visits

The curriculum is supported by a large number of educational visits.

There are no additional charges for day trips to sites of educational interest and there are no additional charges when visiting speakers come to the School.

Residential trips are an important part of the curriculum, not least in enabling pupils to gain independent organisational skills, and, unlike day trips, which are too numerous to list in this policy and which vary from year to year depending on availability and perceived relevance to the curriculum, they can be detailed here:

Year 4 spend three days (two nights) at the Kingswood Activity Centre in Norfolk.

Year 6 spend five days (four nights) on the Humanities trip to Belgium.

Year 7 spend six days (five nights) on the French trip to Normandy.

Year 7 spend two days (one night) on a trip to Agincourt as part of their History studies.

Year 8 spend five days (four nights) in the Lake District at the YMCA National Centre.

Year 8 spend three days (two nights) at Holt Hall in Norfolk as part of their Geography studies.

In addition, there are sports tours arranged from time to time.

Charges are made to cover the cost of residential trips.

Parents receive information about all day trips and visiting speakers by letter in good time before the events.

Parents are invited to information sessions (usually after school) about all residential trips, in addition to written information sent in advance of the trips.

## The Daily Timetables - Prep Department

8.25 a.m.	–	Registration
8.35 a.m.	–	Monday: Assembly
		Tuesday: House Meetings
		Wednesday: Tutor Groups
		Thursday: Hymn Practice
		Friday: Assembly
8.55 a.m.	–	Lesson 1
9.30 a.m.	–	Lesson 2
10.05 a.m.	–	Lesson 3
10.40 a.m.	–	Break
11.00 a.m.	–	Lesson 4
11.35 a.m.	–	Lesson 5
12.10 p.m.	–	Lesson 6
12.45 p.m.	–	Lunch
2.00 p.m.	–	Lesson 7
2.30 p.m.	–	Lesson 8
3.00 p.m.	–	Lesson 9
3.30 p.m.	–	Lesson 10
4.00 p.m.	–	End of lessons

Last reviewed September 2010  
September 2011  
Next review September 2012