

HANDEL HOUSE SCHOOL
Northholme, Gainsborough, Lincs. DN21 2JB
Telephone 01427 612426



HANDEL HOUSE SCHOOL

CURRICULUM, TEACHING AND LEARNING POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the School website and on request a copy may be obtained from the School Office.

Document Details:

Information Sharing Category	Public Domain
Version	V2
Date Published	September 2023
Authorised by (if required)	Proprietor who is also the Headteacher
Review/Update Date	September 2024
Responsible Area	Headteacher and Early Years Foundation Stage Co-ordinator

Legal Status:

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations, currently in force.

Applies to:

- the whole school including activities inclusive of those outside of the normal school hours;
- all staff (teaching, support and supply staff), the proprietor and volunteers working in the school

Related Documents:

- Differentiation Policy, Special Educational Needs and Disability Policy (SEND) Policy, English as an Additional Language Policy, Educational Visits and Off-Site Activities Policy, Behaviour and Discipline Policy, Assessment Policy, Marking Policy, Homework Policy, Policy for Raising Achievement, Gifted and Talented, Social, Moral, Spiritual and Cultural Policy, Preventing Extremism and Tackling Radicalisation Policy.
- Subject Policies including, where relevant, Schemes of Work (Programmes of study).

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher and the Early Year Foundation Stage (EYFS) Co-ordinator monitor and review long-term, medium-term and weekly lesson plans for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.
- The Headteacher (who is also the Proprietor) will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged.

This policy was last reviewed and agreed by the Proprietor of the school in August 2023 and will next be reviewed no later than September 2024 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Introduction: Our school aims to be a well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. It is the aim of Handel House School to provide a broadly based academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission. The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education, which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

The School provides an academically challenging environment, which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. The educational journey at the School is organised into The Early Years Foundation Stage (EYFS); and The Preparatory Department, which is formed from Years 1 to 6.

Values: Our school curriculum is underpinned by the values that we hold dear in our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum seeks to promote the reputation of Handel House School as a school with excellent standards of study, which prepares pupils for a life-long involvement in learning. Its curriculum prepares pupils to contribute confidently to an ethnically pluralistic society.

We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. In order to achieve these values, the curriculum will seek to reinforce the following features of Handel House School:

- The confidence, talent and high aspirations of its pupils.
- The enquiring atmosphere and enjoyment of discourse, which are a prominent feature of the School.
- The support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

Aims and objectives: We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Through our teaching and our learning environment, we aim to:

- ensure that children develop a self-image of themselves as capable learners;
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people;
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens;

- We ensure that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Above all, we believe in engendering in young people a love of lifelong learning. Handel House School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Linguistic: (Includes English, French and Russian) This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading (including phonic screening check in Year 1 and 2 and reading assessments taken at the end of each term from Reception to Year 6) and writing.

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. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

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: These skills can include information and communication technology (ICT) and computing; 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 with their environment, and how human action, now and in the past, has influenced events and conditions.

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 should 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 ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. We have regular musical/drama events throughout the year, including, School Productions, Remembrance, Christmas Carol Service and Nativity Play, Easter Service, House Music Competition and an Informal Music Concert.

The timetable is constantly under review and is subject to changes in staff and in staff responsibility. The aims of our timetabling procedures are to ensure that every pupil has access to all areas of the timetable.

When allocating lesson times, we acknowledge current best practice for pupils within our age range.

The time allocation for computing and ICT is both incorporated into the planning for other areas of the curriculum and dedicated.

Auditing: We ask ourselves the following questions when auditing our current performance:

- How well are we doing? How do we compare with similar schools?
- What more should we aim to achieve? What must we do to make it happen?

Standards of Attainment: Our school internal exams are carried out twice per year and we use a system to track our assessment results across subjects, which highlights how our children perform from one subject to another and how they compare to each other in terms of who is achieving consistently high marks and who is in need of extra support and/or those who are gifted and talented

From the assessments that we carry out we produce data analysis each year and we use the data provided to find out how well pupils in our school are achieving. This helps answer the following questions:

- Do pupils perform better in some subjects than others
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?

- Can we identify any groups of pupils who may be underperforming or who are gifted and talented?
- Comparing expectations and estimates with final results.

Effective Teaching: When we are teaching, we focus on motivating all children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use our curriculum map and class curriculums' to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group to ensure full curriculum coverage. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In our school the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time;
- enabling pupils to develop skills in reading, writing, communication and mathematics ;
- enthusing, engaging and motivating pupils to learn;
- using assessment and feedback to support learning and to help pupils know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress; and
- managing instances of poor or disruptive behaviour.

In our lessons, we ensure that the learning objectives are shared with and understood by the children, and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them. Learning objectives and success criteria will normally be displayed in lessons. The purpose of the teaching at Handel House School:

- enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils the application of intellectual, physical or 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 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 appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate 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; and
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

We also ensure that our framework for pupil performance is evaluated, by reference either to both our own school aims as provided to parents and, where appropriate, GL assessment.

Effective learning: We acknowledge people learn in many different ways, and respond best to different types of input and resources; we must therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, they can access appropriate resources, but in which they enjoy learning knowing they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils the 'big picture' of the lesson.
- The teacher should explain the learning objectives, and share the learning journey.
- The lesson should use a range of appropriate resources so that all pupils can access the learning.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the pupils to review what has been learnt.
- It should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies.
- The teaching should indicate what the next step in the learning will be.

We offer opportunities for pupils to learn in different ways. These include: Investigation and problem solving; research and finding out; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; fieldwork and visits to places of educational interest; watching television and responding to musical or pre-recorded material; debates, role-plays and oral presentations.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Assessment Policy, informal formative assessment (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- well understood learning objectives which are shared with the pupils (WALT/LO – see below);
- sharing or creating learning outcomes with the pupils (WILF/SC) to make them partners in their learning; and
- plenaries being used as assessment opportunities:

This includes effective teacher questioning; observations of learning; analysing and interpreting evidence of learning to inform future planning; sensitive and positive feedback to pupils; individual target setting: SMART (specific, measureable, assessable, realistic and given in time); pupils understanding how well they are doing against the Success Criteria and how they can improve.

Effective Planning: When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our planning on our knowledge of the pupils' level of attainment. Teachers make on-going assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning, we give due regard to information and targets contained in pupils' Individual Education Plans (IEPs) so that all pupils, including those with Special Educational Needs and Disabilities (SEND) can access the curriculum. Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Handel House School is of the highest possible standard. Planning appraisals are carried out by Key Stage Leaders who check planning is up to date and evaluated.

We set academic targets for the pupils in each academic year. Targets are set per term in KS1 and in KS2 there are targets per topic, set each term and we share these targets with pupils and their parents/guardians. We review the progress of each pupil at the end of term. Our lessons have clear learning objectives (WALT), often based on the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the success criteria the children should work towards. Children complete self-assessment at the end of their lessons as part of their plenary and an open dialogue is fostered between class teacher and student with regards to success

criteria not met. Teachers complete a weekly reflection of their planning and teaching overall, which is logged with the headteacher, forming the basis for strong planning and continuous monitoring of practice.

We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum, the Independent Curriculum or the Framework for Literacy and Numeracy. Our lesson plans contain information about the learning objectives, the planned learning activities, the resources needed, and the way in which we will assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.

- We plan our curriculum in three phases. We agree on a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- In the Foundation Stage and at Key Stage 1 we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. For example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. We also use the Common Entrance and Independent Schools Examination Board (ISEB) curriculum to inform our planning.
- In our curriculum planning we highlight these areas, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Long term plans: schemes of work give an annual overview of what content of the curriculum will be taught with teachers extracting from the appropriate year groups the curriculum that they aim to cover. The overview policies and plans are updated by our curriculum co-ordinator following liaison with all teaching staff.

Medium term planning: this indicates WHEN the material will be delivered and are prepared on a termly basis from the Scheme of Work in response to individual group needs. They include teaching objectives and resources. Additionally we send home newsletters at the beginning of each term for KS1 to enable our parents to support their children appropriately. In KS2 and above we have an Information Evening at the beginning of the academic year to introduce parents to respective teachers and to give an overview of each subject including the type of lesson and planning.

Short term planning: Short term plans are on a daily basis and include the individual Lesson Plan which details the learning objectives, strategies, activities and identifies the resources we are going to use in the lesson. These plans are concerned with HOW material is taught and with the minutiae of delivery. There is a section for "Evaluation". This planning is discussed within Key Stages on a weekly basis with feedback given to the Deputy Head who systematically checks and supports teachers' planning and needs at regular intervals throughout each term. Regular meetings are held between teachers and subject co-ordinators such as the Maths Co-ordinator and the English Co-ordinator, to ensure clear support with detailed planning.

The Early Years Foundation Stage (EYFS) (Please see our EYFS Policy): The Foundation Stage, which in our school covers the development of children between the ages of two and five years, is based on the Montessori philosophy and method.

Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook*

(Standards and Testing Agency, 2014). The EYFS curriculum is organised into seven areas of learning; three prime areas and four specific areas:

- Three Prime Areas
 - Communication and Language; Physical Development and Personal, Social and Emotional Development
- Four Specific Areas
 - Literacy; Mathematics; Understanding the World; Expressive Arts

Effective Ethos, Classrooms and Learning Environment: Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils on the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by doing so, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

Our classrooms are attractive learning environments. We change displays frequently, so that the classroom reflects the topics studied by the children and supports their new learning. All classrooms and our library have a combined range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We use displays as resources for learning, often providing prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. We ensure that all children have the opportunity to display their work. We aim to provide a learning environment which: is challenging and stimulating; peaceful and calm; happy and *nurturing*; organised and well-resourced; makes learning accessible; *provides equal access and inclusion and* provides a professional working atmosphere.

Enrichment opportunities: All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from drama to chess, board games to sewing and history to cricket.

All members of the staff team, whether full-time, part-time, supply or sessional, are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate, along with the Headteacher/Proprietor, the quality of teaching and learning in the school. This will be achieved through:

- appraisal of teachers, involving lesson observations and looking at pupils' progression through work scrutiny;
- team teaching and working alongside teaching colleagues;
- leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;
- talking to children about their learning in lessons and monitoring pupil assessment data;
- ensure that staff development and performance management policies promote good quality teaching;
- develop and monitor long and medium term planning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes;
- in liaison with the Headteacher and Proprietor, promote and develop the process of school development planning.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;

The role of the subject co-ordinator, where applicable: The role of the co-ordinator is to:

- provide a strategic lead and direction;
- support and offer advice to colleagues;
- monitor child progress in that subject area;
- provide efficient resource management and sourcing partnerships with outside agencies as appropriate.

Each co-ordinator reviews the curriculum plans for their area ensuring that progression is planned into schemes of work. We keep a portfolio of children's work, which is used to show the achievement of children at each key stage and to give examples of expectation of attainment.

Lesson Observations: All teachers are observed termly working with children and Early Career Teachers (ECTs), where applicable, are observed each half term. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher/Proprietor uses the information gained from this monitoring process to help identify common development points, which can be addressed in the school's training programme for continuing professional development. We use lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well are tasks matched to pupils' learning needs and successfully engage all pupils in their learning;
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers and peers following assessment of their learning;
- pupils' attitudes to learning, behaviour and relationships in the classroom and
- the promotion of pupils' spiritual, moral, social and cultural development.

Spiritual, Moral, Social and Cultural Development (SMSC): In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE, RSE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Handel House builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. For more details on how our school promotes SMSC and prevents extremism, please see our: '*SMSC*' and '*Preventing Extremism and Radicalisation*' Policies.

Personal Social, Health and Economic Education (PSHEE) and Citizenship. (Also please refer to our PSHEE policy) Each child's Personal, Social, Health, and Citizenship education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society.

Children with Special Educational Needs and Disabilities (SEND) including Pupils with an Educational Health Care Plan (EHP) (More details are found in our SEND Policy):

Our curriculum is designed to provide access and opportunity for all children in the School. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment of this need and in most instances is able to provide resources and educational opportunities, which meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (ILP), which is reviewed half termly by the school SENCO, teacher and parents.

English as an Additional Language (EAL): We are committed to providing students with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented. We celebrate the fact that many of our children speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and wellbeing of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

At Handel House School some of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We aim to ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1996 and Race Relations (Amendment) Act 2001.

At Handel House School teachers take action to help children who are learning English as an additional language by various means.

Developing their spoken and written English by: Using flash cards to support children learning English linked to their home language; pre-tutoring of new vocabulary; displaying new vocabulary; explaining how speaking and writing in English are structured for different purposes across a range of subjects; providing a range of reading materials that highlight the different ways in which English is used; ensuring that there are effective opportunities for talking, and that talking is used to support writing; encouraging children to transfer their knowledge, skills and understanding of one language to another; building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

Ensuring access to the curriculum and to assessment by: Using accessible texts and materials that suit children's ages and levels of learning; providing supports through ICT, video or audio materials, dictionaries and translators; using the home of first language where appropriate; setting targets in literacy where needed; deployment of additional adults for support.

Curriculum access

All children at Handel House School follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focussed target intervention group. If required, we do withdraw children from lessons to receive EAL support, often with other children who also have targeted intervention.

The Foundation Stage helps children learning English as an additional language by: Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another; providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults' providing bilingual support to extend vocabulary; providing opportunities for children to hear their home languages as well as English.

Assessment

At Handel House School we use the A2E Pupil School Support toolkit to measure the English language competence for New to English children. We use this as a tool for target setting to assess the child regularly.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

Auditing our curriculum: teaching and learning: When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;

- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils;
- the views of our pupils, parents and staff;

Expectations of Staff: Staff are expected to actively promote the curriculum aims by:-

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupil's skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

Relationships and Sex Education: The School provides Relationships and Sex education in the basic curriculum in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Relationships and Sex Education is available to parents. It forms a key part of the Personal, Social, Health and Economic Education (PSHEE) course and has regard for the government's guidance in *Relationships and Sex Education Guidance (0116/2020)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Please refer to RSE Policy.

Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

Games: All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Educational visits: The curriculum offers a series of educational visits that deepen the pupils' understanding of the world around them. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include both day and residential visits which within our curriculum planning. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/guardians are informed, and their permission obtained before the visit takes place.

Extra-curricular activities: The School has an extensive programme of activities that take place outside the formal curriculum.

Homework: We recognise the importance and value of homework as an extension and consolidation of classwork. We have a separate Homework Policy and parents receive a homework timetable. Homework assignments can be varied in line with the competency of the pupil. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class. The School sets prep/homework as appropriate. Parents are encouraged to read with their children in all year groups.

Transition Support: We ensure all children are prepared for their transition into the next academic year and Key Stage. We have a transition afternoon each end of year, where children spend the afternoon with their new teacher and parents have the opportunity to meet with them after school. Pupils at Handel House School are supported in

their preparation for formal examinations at the end of Year 6.. They receive specific lessons in Study Skills, which include guidance on revision techniques, making notes, examination techniques and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses, and the type of learning method that best suits them as an individual.

While we do not specifically instigate careers advice, we provide opportunities for pupils to understand the world of work, and the promotion of their economic wellbeing. There are talks from professionals in various fields, as well as visits to places of employment and manufacture. Through visiting speakers, pupils receive motivational and inspirational guidance that will help them in their current and future endeavours. Pupils receive interview training prior to attending pre-testing and selection assessments at senior schools. These are all ways in which they are prepared for the future beyond Handel House School.

Concerns and complaints: Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Class Teacher. If the issue is not resolved parents should contact the Headteacher/Proprietor. The School has a Complaints Procedure in place, which is in the policy available to parents and is mentioned in the Family Handbook.

Academic Excellence and Public Examinations: Whilst accepting the need to prepare its pupils for their Senior School education, we also strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

Communication with Parents and Guardians: We believe that parents and guardians have a fundamental role to play in helping pupils to learn. The teachers at Handel House School provide advice to parents about the progress of pupils in their studies at this school and choices made for the next school. We do all we can to inform parents and guardians about what and how their children are learning by:

- holding parents' evenings to explain our school strategies;
- sending information to parents and guardians at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents and guardians how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work;
- posting information on the parent and public pages of the school website;
- being available - we have an open door policy;
- having strong lines of communication with parents living overseas and
- regular, available email correspondence and telephone communication

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We expect parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general and
- fulfil the requirements set out in the homework agreement.

Handel House is a school characterised by academic excellence, expert pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allows pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.

Mr Mark Raisborough
Headteacher/Proprietor

September 2023