



TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL • FOR GIRLS & BOYS • 3-13 YEARS

THE CURRICULUM POLICY v 1.6

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 or Education, Health and Care Plan will be met within reasonable adjustment 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, with appropriate reference to 'Fundamental British Values'. 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. Pupils requiring Learning Support may be identified on entry, as a result of Baseline screening tests, or from those screening tests carried out on all Year 2 pupils. 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, 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.

PRE PREP DEPARTMENT CURRICULUM

The Early Years Foundation Stage (EYFS) and the Key Stage 1 (KS1) Curriculums are designed to achieve the School's aims and to support the School's ethos. We therefore follow very broad and enhanced EYFS and KS1 programmes of study.

Organisation

As the children move through Pre Prep 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.

EARLY YEARS FOUNDATION STAGE (EYFS)

We are early adopters of the reformed EYFS 2020 as set out in the statutory framework. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf

Children aged 2-5 years follow the Foundation Stage curriculum.

- The Nursery (Little Acorns) is for children aged 3-4 years (If appropriate a few children may be enrolled as rising 3's).
- Reception classes are for children aged 4-5 years.

Our Nursery has one teacher and several teaching assistants to support the children's learning and development. Each Reception class has one teacher and one teaching assistant to work with the children. Each child belongs to a particular class and is

assigned a key person. This key person has particular responsibility for a child's welfare and learning. The key person for each child in the Reception classes and in Little Acorns is their class teacher. The teachers work with the teaching assistants to plan and deliver the curriculum and to report to and liaise with parents.

Our EYFS curriculum is delivered in the classrooms as well as outside, in one of our many outdoor learning areas. The children are provided with a wide range of diverse learning experiences and plenty of opportunities to engage in teacher led and child-initiated activities. Playful learning is actively promoted throughout the day and our children tend to develop positive attitudes to their learning.

Specialist teachers are used to teach swimming and music.

The EYFS Curriculum Content

The children are encouraged to play and explore, investigating and experiencing things and developing an enquiring attitude. The children are given the time to be active learners, allowing them to concentrate and to keep on trying if they encounter difficulties and to enjoy their achievements. The children are encouraged to create and to think critically and creatively. The children have and develop their own ideas; they make links between ideas, and develop strategies for doing things.

There are seven areas of learning and development that shape the Early Years curriculum. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: communication and language; physical development; and personal, social and emotional development. There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are: literacy; mathematics; understanding the world; and expressive arts and design.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, we build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, gives our children the opportunity to thrive. Through conversation, story-telling and role play, where children share their

ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, our children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable our children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, the children learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, we will support our children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, will allow our children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. To foster this adults talk with children about the world around them and the books (stories and non-fiction) they read with them. Children will enjoy rhymes, poems and songs together. A programme of synthetic phonics will teach children early reading and writing skills.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children will practice counting confidently. Through a range of practical activities they will develop a deep understanding of the numbers to 10, the relationships between them and the patterns

within those numbers. Our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Our aim is that children will develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding our children to make sense of their physical world and their community. Our children will listen to a broad selection of stories, non-fiction, rhymes and poems in order to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. Our children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

Recording a Child's Progress EYFS

In the EYFS children are assessed for what they know, understand and can do and then plans are made to help them progress, develop and learn. The children's work and progress is recorded on the online learning journal platform, Tapestry.

Parents are given plenty of opportunities to discuss their child's progress and achievements either informally or at our special meetings for parents. A written report is sent home at the end of each year. In Reception this includes the child's Foundation Stage Profile report and a judgement of emerging or expected against 17 early learning goals.

KEY STAGE ONE

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.

There are teaching assistants to support the children's learning and development.

The Year 1 classrooms are upstairs in the Pre Prep buildings, while the Year 2 classrooms are in the Nest.

We continue to provide a rich range of learning experiences both in and out of the classrooms. Music is taught by a specialist music teacher and swimming lessons continue throughout the year. Year 1 have weekly dance lessons, Year 2 children receive specialist games and PE teaching.

Children from the two year groups take part in a range of performances throughout the academic year.

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 focus is on keeping children's learning active, rather than 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
- Relationship and sex education
- Music
- Art and design technology
- Games, dance, physical education and swimming
- Computing

The long term plans are available to parents on the website.

Assemblies

Regular assemblies are held for Reception and KS1. Some Nursery children will attend later in the year.

Assemblies are occasions which foster the development of a collective spirit and fundamental British values. These encompass democracy and making decisions together, respect for the rule of law and understanding rules, individual liberty and freedom for all, mutual respect and a tolerance of different faiths and beliefs. Our local vicar may lead a few assemblies for us.

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 and celebrate birthdays.

Each Key Stage One class leads at least one assembly with the assistance of their teacher. These occasions are advertised on the Pre Prep calendar. When appropriate parents are invited to attend and share in these assemblies.

Bird Families

The children in the Pre Prep from the Reception classes to Year 2 classes are allocated a Bird Family. The four Bird Families are the Avocets, the Barn Owls, the Peregrines and the Kingfishers. The Bird Families meet once a week and have a planned programme for personal, social and emotional development. Meetings also cover many issues linked to British values as mentioned above. The children are rewarded for kind acts, consideration for others and good manners with bird tokens throughout the week. These are collected for a Bird family assembly on Fridays when the token totals are revealed.

Educational Visits

When appropriate we organise various trips out of school to augment the curriculum.

Parents as partners

We actively encourage frequent communication between home and school. 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 invite all Pre Prep parents to a 'settling in' parent teacher discussion during the first half of the autumn term.

Curriculum plans and timetables are available on the website.

Parents are encouraged to keep in touch with their child's teachers.

Reporting to Parents

Parents are provided with two written reports a year. One of these is in the autumn term and the other is at the end of the academic year. There are also parents' evenings when parents can consult with teachers about their child's progress and when appropriate view the children's work.

Home learning links in Pre Prep

EYFS and KS1 parents receive a weekly curriculum letter that outlines what the children have been learning that week and suggests activities to do at home to consolidate this.

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

The Daily Timetables – Pre Prep Department:

08.25 am	–	Registration
08.35 am	–	Monday: Form period
		Tuesday: Form period
		Wednesday: Assembly
		Thursday: Bird family meetings
		Friday: Celebration assembly
08.55 am	–	Lesson 1
09.25 am	–	Lesson 2
09.55 am	–	Lesson 3 (Reception break)
10.25 am	–	Break (Reception lesson 3)
10.45 am	–	Lesson 4
11.15 am	–	Lesson 5
11.45 am	–	Lesson 6 (Nursery lunch)
12.00 pm	–	Lunches start for Reception and KS1
1.30 pm	–	Lesson 7
2.00 pm	–	Lesson 8
2.30 pm	–	Lesson 9
3.00 pm	–	Lesson 10
3.30 pm	–	End of school day, care in the classroom
3.45 pm	–	After school care begins

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
- Computing

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
- Music
- Drama
- Art

Pupils benefit from specialist subject teaching in 3 sets for:

- Maths – The setting is helpful in ensuring that each child receives appropriate teaching and support. The 3rd set is usually a smaller set than the other two sets.

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), Cricket (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
- Computing

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
- Music
- Drama
- PSHE

Pupils benefit from specialist subject teaching in 4 sets for:

- Maths – The setting is helpful in ensuring that each child receives appropriate teaching and support. The 4th set is a smaller set than the other three sets.

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), Cricket (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, Science and Humanities (History, Geography & RS) in June.

Year 5

Children aged 9-10 years are Year 5 children.

Each child belongs to one of three mixed ability classes.

There is a form teacher for each class, who teaches the class English, but all subjects in Year 5 are taught by specialist subject teachers. As English is taught nearly every day

(9 out of 10 days per fortnight) it allows the form teacher to have almost daily teaching time with the form, a 'bridge' between the system in Years 3 & 4 with many subjects taught by the form teacher and the system operating in Years 6-8 where it is possible that the form teacher might not actually teach children in their form for academic lessons. The following subjects are taught to each class:

- English
- Science
- French
- History
- Geography
- RS
- PE
- Computing
- Music
- Art
- DT
- PSHE
- Drama

Pupils benefit from specialist subject teaching in 3 sets for:

- Maths – The setting and the extra group are helpful in ensuring that each child receives appropriate teaching and support. The 3rd set has fewer pupils in it than the other 2 sets.

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), Cricket (Summer)
2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

Year 5 pupils sit internal school exams in English, Maths and Science 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 mixed ability classes (see Year 5) for the following subjects:

- Science
- French
- History
- Geography
- RS
- PE
- Computing
- Music
- Art
- DT
- PSHE
- Drama

Pupils benefit from specialist subject teaching in 3 sets for:

- English – The setting is helpful in ensuring that each child receives appropriate teaching and support.
- Maths – The setting is helpful in ensuring that each child receives appropriate teaching and support.

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), Cricket (Summer)
2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

Year 6 pupils sit internal school exams in English, Maths and Science in November. Year 6 pupils sit internal school exams in English, Maths, Science, History, Geography and RS in June. English, Maths and Science exams in June are the 11+ Common Entrance Exams.

Year 7

Children aged 11-12 years are Year 7 children.

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

- a) English
- b) Maths
- c) Science - this appears on the timetable as 'Science', but is taught generally as separate Physics, Chemistry and Biology.
- d) French
- f) History
- g) Geography
- h) TPR (Theology, Philosophy and Religion)
- i) PSHE (not a CE subject in itself, but linked to RS)

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

- 'Academic Groups Arrangement' (TCH) - There are three groups, one of which is a small 'scholarship' level 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
- b. French
- c. History
- d. Geography
- e. TPR
- f. PSHE (not a CE subject in itself, but linked to RS)

- 'Academic Groups Arrangement' (MSG) - There are three groups, one of which is a small 'scholarship' level 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) Maths
- b) Science
- c) Geography

- '2nd Modern Foreign Language Groups Arrangement' (NDE) – There are three groups. Most of the children are given a choice of either doing Mandarin or German. It is the intention that these groups will aim at taking their chosen subject at Common Entrance, (though as this is the first year, we are not quite sure yet that enough progress can be made in just Years 7 & 8 to allow this to take place). A small number of children are strongly advised (through letters to parents) that it would be more advantageous, particularly in relation to entry tests for senior schools, to spend more time doing Extra English / Study Skills, rather than attempting a second modern foreign language. The process of deciding, in respect of these children, is open to negotiation and flexibility.
- Mixed ability forms - They receive subject specialist teaching in their mixed ability, forms in the following subjects:
 - a) PE
 - b) Drama
 - c) Art
 - d) DT
 - e) Music
 - f) Computing
- 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), Cricket (Summer)
 2. Boys – Rugby (Autumn), Hockey (Spring), Cricket (Summer)

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

Year 8

Children aged 12-13 years are Year 8 children.

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

- “Academic Groups Arrangement” – There are three groups, one of which is a small ‘scholarship’ level 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:
 - g. English
 - h. Science
 - i. French
 - j. Latin (top 2 groups only. The ‘B’ group use half of this time for extra English lessons and half of it for ‘Study Skills’)
 - k. History
 - l. Geography
 - m. RS
 - n. 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. DT
 - b. Drama
 - c. Art
 - d. Music
 - e. Computing
 - f. PE

- Setting – Maths is set separately.

- 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), Cricket (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.
- Each pupil in Years 3-8 has an A4 booklet, which they keep with them throughout the week. Stickers are awarded, and recorded, in the A4 booklet by members of staff. Stickers 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. Stickers can be awarded for 'Academic, Community or Extra-Curricular' excellence, hence the system is referred to as the ACE system.
- Actions which are considered to be against the spirit of the Town Close Way (printed at the the front of Sticker booklets) are recorded as 'behaviour robots' on ISams by the teacher giving them. Any child receiving three 'behaviour robots' is spoken to by the Deputy Head with further sanctions possible depending on the nature of the 'offences'.

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 counting up the stickers in the ACE booklet, discussing any issues raised during these processes. (The stickers, 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.

During the coronavirus pandemic it is not possible for Tutor Groups to meet physically since they are made up of children in different year group bubbles. Collection of House sticker points and joint activities are being carried out during extra form group sessions. Tutors are still expected to deal with individual pastoral issues and to liaise with parents, in respect of these, where necessary.

Reporting To Parents

- Each pupil receives two 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.

During the coronavirus pandemic physical Parents' Evenings are not possible. Suitably adapted 'Zoom' consultations will take place.

Attitude to Learning Grades

Reflecting its importance in the **Aims and Ethos** of this policy, we attempt to grade Attitude to Learning. 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 online diary for parents. Attitude to Learning Grades are awarded as follows: AE (Above Expected), E (Expected), BE (Below Expected) .Expected (which is Expected for Town Close) should be considered to be the norm. Grade cards should be signed by parents and returned to tutors. Year group arrangements are as follows:
 1. Years 3 & 4 have a yellow card. They have grades for: English, Humanities(History, Geography, RS), Science, French, Games, PE, ICT, Music, Art, Drama and DT.
 2. Years 5 – 8 have a green card. They have grades for: English, Maths, Science, French, Latin (if appropriate), History, Geography, RS, Games, PE, ICT, Music, Art,DT, Drama (Years 5 & 6 only) and Spanish (Years 7 & 8 only)

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.
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- All pupils from Years 1 - 8 are set homework.
 - (see Pre Prep section for details about homework in Years 1 & 2)
 - In Years 3-4 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 homeworks and, indeed, at these ages reading and learning tasks are often the most beneficial.
 - In Years 5- 6 pupils are set one homework per night, which should take them about 45 minutes.
 - Year 7 & 8 pupils are set about an hour of homework per night..
 - Pupils taking Latin do an extra homework per week in this subject.
 - All homework in the Prep Department is set as 'tasks' on 'Firefly' so that pupils (and parents) can access it from home.
 - 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 Feedback 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 online 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.A(Adventure Service Academy). An up to date list of the activities on offer can be found on the website.

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 Horstead Activity Centre in Norfolk.

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

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

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.

During the coronavirus pandemic the educational visits programme is severely truncated, possibly even completely cancelled, for obvious reasons. It will resume as soon as possible when circumstances allow.

The Daily Timetables - Prep Department:

08.25 am	–	Registration
08.35 am	–	Monday: Assembly
		Tuesday: House Meetings
		Wednesday: Tutor Groups
		Thursday: Hymn Practice
		Friday: Assembly
08.55 am	–	Lesson 1
09.25 am	–	Lesson 2
09.55 am	–	Lesson 3
10.25 am	–	Break
10.45 am	–	Lesson 4
11.15 am	–	Lesson 5
11.45 am	–	Lesson 6
12.15 pm	–	Lesson 7
12.45 pm	-	Lunch
2.00 pm	–	Lesson 8
2.30 pm	–	Lesson 9
3.00 pm	–	Lesson 10
3.30 pm	–	Lesson 11
4.00 pm	–	End of lessons

Last reviewed October 2020

Next review October 2021