



THE CURRICULUM POLICY v 1.8

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 safeguarding 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 indoors and outside, and plenty of opportunities for personal development.
- We recognise that every child is **unique**. All children have equal opportunities to learn and to access the curriculum regardless of their abilities, race, gender, religious beliefs and other protected characteristics. We do not discriminate against any of our children or parents. The needs and requirements of any child with an 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.
- 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**.

Teaching and Learning

The School's Teaching and Learning Policy underpins the Town Close Curriculum.

- 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 aids monitoring and evaluation.
- It informs 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

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 follow the Early Years Foundation Stage (EYFS) statutory framework, which sets out the standards that school and childcare providers must meet for the learning, development and care of children from birth to 5. All Town Close pupils between the ages of 2 and 5 years are taught within the EYFS framework.

- The Nursery (Little Acorns) is for children aged 3-4 years (where appropriate, some children may join as a rising 3).
- Pupils move into Reception in the September after their 4th birthday.

The Head of Nursery oversees the teaching and learning within the nursery. The Head of Nursery is a qualified teacher and is supported by a team of teaching assistants to support the children's learning and development. Each Reception class has one teacher and one teaching assistant supporting the learning and development of pupils. 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 the 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 develop positive attitudes to learning.

Specialist teachers deliver programmes of swimming, dancing and music.

THE EYFS CURRICULUM

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 EYFS 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 to 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 (fiction and non-fiction) they read with them. Children enjoy rhymes, poems and songs together with adults. Children follow a rigorous synthetic phonics programme in Reception, which further supports the development of 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.

MONITORING AND TRACKING PROGRESS IN 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. Additionally, in Reception, work and progress in Literacy and Maths is recorded in exercise books.

Parents are given plenty of opportunities to discuss their child's progress and achievements, either informally or at parents' evenings. A written report is produced at the end of each year. In Reception, this includes the child's Foundation Stage Profile report and a judgement on their progress against 17 Early Learning Goals as either 'emerging' or 'expected'.

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 in Key Stage One take part in a range of performances throughout the academic year.

KEY STAGE ONE CURRICULUM

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.

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.

REPORTING TO PARENTS IN KS1

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.

OTHER ASPECTS OF PRE PREP LIFE

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.

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.

The Daily Timetables – Pre Prep Department:

08.25 am	–	Registration
08.35 am	–	Monday: Form period Tuesday: Assembly Wednesday: Hymn Practice Thursday: Bird family meetings Friday: Celebration assembly/Whole School 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 begins.
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.

JUNIOR DEPARTMENT (YEARS 3 AND 4)

Pupils join the Junior Department when they first move into the Prep Department. The Junior Department comprises of Year 3 and Year 4. Children aged 7-8 years are Year 3 children and Children aged 8-9 years are in Year 4.

The Junior Department is overseen by the Head of Years 3 and 4, Mr Daniel Avenal.

The Curriculum in Years 3 and 4

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

- English
- History
- Geography
- PSHE
- RS

These subjects take up a large proportion of 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 sets for **maths**. The setting is helpful in ensuring that each child receives appropriate teaching and support. This academic year, there are four maths sets in Year 3 and three maths sets in Year 4.

Pupils benefit from specialist subject teaching in their form groups in the following subjects: French, DT, PE, PSHE, music, drama, science, computing and art.

Pupils also benefit from specialist subject teaching for Games. Year 3 and 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)

YEARS 5 AND 6

Pupils continue their learning journey with us at Town Close as they move into Years 5 and 6. Children aged 9-10 years are in Year 5 and children aged 10-11 are in Year 6.

In Years 5 and 6, the Pastoral Lead is Mrs Philippa James.

The Curriculum in Years 5 and 6

Each child belongs to one of three mixed ability classes. The children have lessons in these classes for the majority of their lessons and are taught by subject specialist teachers.

In Year 5, English is taught by the form teacher; this aims to support transition out of the Junior Department where children are taught by their form teacher for a significant

proportion of their lessons. In Year 6, English is taught in three sets (A, B, B) by an English specialist teacher.

Pupils benefit from specialist subject teaching in maths. This is taught in three sets. 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.

The following subjects are taught to each class by a subject specialist teacher: science, French, history, geography, RS, PE, computing, music, art, DT, PSHE and drama.

Pupils also benefit from specialist subject teaching for Games. Year 5 and 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)

THE SENIOR YEARS (YEARS 7 AND 8)

Children aged 11-12 years are Year 7 children and children ages 12-13 years are Year 8 children.

The Pastoral Lead for Years 7 and 8 is Mr Mark Woods (Deputy Head Pastoral).

The Year 7 and 8 Curriculum

Subject specialist teachers deliver the curriculum in Years 7 and 8. All pupils embark on the Common Entrance course in the following subjects:

- English
- maths
- science - this appears on the timetable as 'Science', but is taught generally as separate Physics, Chemistry and Biology.
- French
- history
- geography
- TPR (Theology, Philosophy and Religion)

- Spanish / German / Mandarin (N.B. Mandarin follows the HSK curriculum)

For some subjects, pupils are grouped as follows:

- maths, science and computing stream: Pupils are grouped into three streams for these subjects.
- English and drama: Pupils are grouped into three streams for English and drama
- French: There are two sets for French
- Spanish/ German/ Mandarin: There are three groups for these subjects. Pupils select at the end of Year 6 which other language they would like to learn. A small number of pupils work with the Learning Support Department during these lesson times to support them to develop study skills and revision techniques.

Pupils are taught in their mixed-attainment forms for the following subjects: art, DT, geography, history, music, PE, PSHE, swimming and TPR.

Games is taught in groups. In 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)

ASSESSMENT, RECORDING AND REPORTING

Throughout a child’s time in the Prep department, we track and monitor their progress using a variety of assessment tools. These are summarised in the table below:

Year Group	Type of Assessment	When does this take place?
Years 3-8	CAT4 Assessments	October/ November
	Suffolk Reading Assessments	September
	SWST	September
Years 3 and 4	Internal assessments in reading, writing and maths. In Year 4, pupils also sit a humanities paper in May	November and May
Years 5 and 6	Internal exams in English, maths and science	November

	Internal exams in English, maths, science, French, history, geography and RS	June
Years 7 and 8	Internal exams in English, maths, science, French, German/Spanish/Mandarin, history, geography and TPR	November and June
	Common Entrance Exams (Year 8 only)	June

Reporting to Parents

Working with parents and families is central to our ethos at Town Close. We ensure that parents and families are informed and aware of their child's ongoing progress and next steps. See the table below for an outline of these reporting systems.

Type of Report	When?
<p>Attitude to Learning Grades</p> <p>These report on whether a child's attitude to learning is AE (above expected), E (expected) or BE (below expected) appropriate to their age and stage of learning.</p>	5 times per academic year (Autumn 1, Autumn 2, Spring 1, Spring 2 and Summer 1)
<p>Written Reports</p> <p>An interim report is issued during the School year.</p> <p>A full report is issued at the end of the academic year.</p>	<p>Years 3 and 4: Autumn Term and Summer Term</p> <p>Years 5 to 8: Spring Term and Summer Term</p>
<p>Parents' Evenings</p> <p>These are held in-person at School.</p>	<p>Year 3 and 4: Autumn and Spring Terms</p> <p>Year 5 to 7: Autumn Term</p> <p>Year 8: Autumn Term (and Spring Term for CE subjects)</p>

We encourage both parents and teachers to have an ongoing dialogue, ensuring that conversations happening between these formal reports being issued.

OTHER ASPECTS OF PREP LIFE

PREP WORK (HOMEWORK)

Prep work is a crucial part of teaching and learning at Town Close. It enable consolidation of work completed during the School day. It also enables pupils to develop their independent study skills and involves parents in the work of their child.

The guidance given to families for this academic year for each year group is outlined in the tables below.

Years 3 and 4

Where is my child's Prep recorded?	<ul style="list-style-type: none"> • Weekly Prep work is recorded in your child's planner • Further links and support for your child's half-termly topic project can be found on Firefly
What does their Prep consist of?	<ul style="list-style-type: none"> • Daily handwriting, reading, spelling and maths work; we suggest that each activity takes 5 minutes (i.e. 20 minutes per day) • Each half-term your child will also be set an open-ended Topic project, which they always love to complete
How often should they be reading?	<ul style="list-style-type: none"> • We recommend for children to read daily to their parents • It is also wonderful for children to have a story read to them; this helps to develop their reading and comprehension at a level that is perhaps higher than their current reading ability. A fantastic alternative to this for busy days is an audiobook; lots of our children love listening to these in the car or before they go to bed
When is Prep set and handed in?	<ul style="list-style-type: none"> • Prep work is set on a Monday, it is therefore especially important that your child brings their planner in on a Monday • Your child's handwriting and maths Prep should be handed in on a Friday • Every Friday your child will have an informal spelling quiz, recapping their focus words from this week

Years 5 and 6

Where is my child's Prep recorded?	<ul style="list-style-type: none"> • All homework is set in Years 5 and 6 on Firefly • Spellings can be found in your child's planner, along with a space to record their daily reading
What does their Prep consist of?	<ul style="list-style-type: none"> • Each day your child will have a piece of Prep work to complete in line with the timetable (below) • Your child has a reading book and spellings that they should practise daily
How long should their work last?	<ul style="list-style-type: none"> • Each subject based Prep task should take around 30 minutes to complete

What if my child is absent from a lesson, for example due to a music lesson or match?	<ul style="list-style-type: none"> Children should check their Firefly daily and will need to complete the Prep work as outlined for their year group If your child needs support with this, they should speak to their subject teacher in the first instance
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Homework Timetable – Years 5 and 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Y5	Maths	Alpha: Science	Humanities (Topic Project on rotation)	Humanities (Topic Project on rotation)	English
		Beta: French			
Y6	Alpha: History	Alpha: Science	Beta: RS	English	Maths
	Beta: Geography	Beta: French			

Years 7 and 8

Where is my child's Prep recorded?	<ul style="list-style-type: none"> All homework is set in Years 7 and 8 on Firefly
What does their Prep consist of?	<ul style="list-style-type: none"> Each day your child will have a piece of Prep work to complete in line with the timetable (below)
How long should their work last?	<ul style="list-style-type: none"> Each subject based Prep task should take between 45 and 60 minutes to complete
What if my child is absent from a lesson, for example due to a music lesson or match?	<ul style="list-style-type: none"> Children should check their Firefly daily and will need to complete the Prep work as outlined for their year group If your child needs support with this, they should speak to their subject teacher in the first instance
How often should my child read?	<ul style="list-style-type: none"> We encourage children to continue to read regularly, ideally daily

Homework Timetable – Years 7 and 8

	Monday	Tuesday	Wednesday	Thursday	Friday
Y7	Alpha: English	Alpha: History	Alpha: Geography	Maths	Alpha: French

	Beta: RS	Beta: Science	Beta: English		Beta: Spanish/ German/ Mandarin
Y8	English	Alpha: Geography	Alpha: French	Maths	Alpha: History
		Beta: TPR	Beta: Science		Beta: Spanish/ German/ Mandarin

Feedback on prep work is given as soon as possible and in line with the Feedback Policy.

If pupils do not complete their prep work or do not complete their prep work to an appropriate standard, this is noted in order to bring it to the attention of parents and tutors. If this becomes a regular occurrence then pupils may need to complete a detention from 4pm to 5pm on a Monday evening. 48 hours' notice is given.

THE TUTOR GROUP SYSTEM

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

- In Years 3 and 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.
- Stickers are awarded, and recorded, in pupil planners/ reading records 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.
- Actions which are considered to be against the spirit of the Town Close Way (printed at in the school reading diary/ planners) 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 their book, 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.

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 ASA(Adventure Skills 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
- Year 8 spend two days (one night) at How Hill, 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:

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

LEARNING SUPPORT DEPARTMENT

Our Learning Support Department supports pupils who are not making the expected progress in one or more areas of the curriculum. They work across the School with both the Pre Prep and Prep Departments.

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 the dyslexia screening tests carried out on all Year 3 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 a Speech and Language Therapist, paediatrician or Educational Psychologist. 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 or programme, or participation in a group focusing on 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.

Last reviewed October 2023

Next review October 2024