



PEMBROKE HOUSE



CURRICULUM POLICY

A whole-school policy including the EYFS



Pembroke House Curriculum Policy

Curriculum Aims:

1. To develop the all-round child, through a broad and balanced curriculum.
2. To bring out the best in every child, through a breadth of curriculum that provides each pupil with a wide range of opportunities to find their strengths, achieve success and build self-esteem.
3. To provide a rigorous academic and intellectual education from the Early Years Foundation Stage through to Year 8, which will challenge and engage pupils, and offer continuity and progression of learning.
4. To enable every pupil in our care to make appropriate progress across all subject areas, providing a secure, broad foundation on which to continue into Secondary Education and beyond.

The strengths of the Pembroke House curriculum are:

- The breadth of the curriculum - it is balanced and innovative, providing many different niches of interest for the pupils and thereby providing them with a true all-round education.
- The depth of the curriculum - encourages investigation, critical thinking and problem solving throughout the school, allowing time to review and reinforce learning.
- Teaching excellence - the curriculum is planned and delivered with passion, enthusiasm and expertise, inspiring a quest for knowledge among the children. Through regular formative and summative assessment, teachers effectively tailor their lessons to enable excellent pupil progress.
- Robust provision of learning support, both through in-class assistance and separate one-to-one Learning Support lessons, enables children of all ability levels to access the curriculum.
- The provision of dedicated Scholarship sessions, supplemented by extension lessons with the specialist subject teachers in the Senior School, provides the stimulus to extend and enrich the curriculum for the more able pupils.
- The extra-curricular programme is equally as broad and, as above, enables children to find and effectively develop their strengths and interests.
- All of the above enable the pupils to achieve success and develop self-esteem in the many different areas of the curriculum, promoting progress, development and a love of learning. The mutual respect and trust between teachers and pupils, ensures the children are resilient to failure and inspired to give their best day in and day out.

Curriculum Structure

Pupils are taught 47 lessons per week, for a duration of 35 minutes each. In the Foundation Stage, and Years 1 - 3, the pupils are taught by their Form Teachers with class assistants and/or gaps, with some subject specialists. In Year 4, more specialist teaching is introduced, and in Years 5 - 8, the students are taught almost entirely by subject specialists.

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There is a strong emphasis on encouraging pupils to become enthusiastic and independent learners, achieved through the delivery of the dynamic and varied curriculum, which adheres to the core requirements of the Early Years Foundation Stage curriculum and British National Curriculum, and is also able to go further. The curriculum innately and cumulatively develops each pupil's spiritual, moral, social, cultural, mental and physical development, as well as promoting both British and Kenyan values.

Pupils come into contact with the fundamental elements of learning - knowledge, concepts, skills and attitudes - and the areas of learning experience; aesthetic, creative, human and social, literary and linguistic, mathematical, moral, physical, scientific, technological and spiritual, - all of which are accessed through a balance of visual, auditory and kinaesthetic learning activities. These elements form an integral part of planning and teaching at Pembroke House, where appropriate.

A positive work ethos is actively fostered, whereby children are praised and encouraged, challenged to explore and make discoveries about the world in which they live, and to feel comfortable about making mistakes in order that they can learn.

Planning & Developing the Curriculum

Curriculum planning is undertaken with much thought and care. Heads of Department, with the Director of Studies, produce a curriculum overview for each year, which is reviewed on an annual basis. The Medium Term Plans (MTPs) outline the scheme of work for each term, providing a weekly breakdown of the objectives and learning activities for each topic. The style of the short term day-to-day planning is at the discretion of individual teachers, although all lesson planning must ensure the fulfillment of the Pembroke House Lesson Expectations. Staff must use the Pembroke House Lesson Plan for all formal lesson observations, which take place throughout the year. Teachers are expected to set appropriate cover lessons for those lessons missed, using the specific Cover Lesson planning document.

All areas of the curriculum are subject to regular review following advice from the SIS, IAPS, the ISEB and the DfE. Careful monitoring of Teaching and Learning by the Head, Senior Management Team and Heads of Department ensures the quality of education, which is constantly reviewed and updated. Regular Heads of Department meetings, with the Director of Studies, allow for further examination of curriculum-related matters. Heads of Department then relay these issues during their departmental meetings to subject teachers. Heads of Department also formulate the Departmental Development plan for their department each year to indicate how they intend to further innovate within their subject and improve best practice. These are documented on the Whole School Development Plan document.

Promotion of British & Kenyan Values

British and Kenyan values are not at all dissimilar and every opportunity is made to promote these throughout the curriculum. The core British values are considered to be democracy, rule of

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law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs. Kenyan national values and principles of government include patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people; human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalised; good governance, integrity, transparency and accountability; and sustainable development.

The ethos of Pembroke House is representative of both these core sets of British and Kenyan values, which are not only reinforced throughout the curriculum, but which permeate the school community and interlink with the school values of Dignity, Duty and Constancy.

The Pembroke House Curriculum is listed below:

Early Years Foundation Stage

The Early Years Foundation Stage is a play-based curriculum designed for children aged 2-5 years.

There are three primary areas of learning which are fundamental and underpin the rest of the curriculum. These are:

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development

Then there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World (Science, IT, Humanities, RE, etc.)
- Expressive Arts & Design

The children learn through a mixture of child-initiated experiences and adult-planned activities. The children are therefore given daily opportunities for purposeful play to explore and investigate, alongside the more formal teaching.

Years 1 - 8

English - includes a Library lesson for Years 1-8 and 4 x Phonics lessons for Years 1 - 4

Mathematics

Science

Geography

History

Religious Studies/TPR

French

Kiswahili and Citizenship

Thinking & Reasoning (Year 5 - 8)

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Computing

PSHEE - Personal, Social, Health & Economic Education

Music

Art - includes Ceramics & Woodwork

Design Technology (Year 5 & 6)

Performing Arts - Drama and Rhythm & Dance

Physical Education - includes dedicated Swimming and Tennis lessons, and Squash for Year 5 - 8

Areas of Experience

The Pembroke House curriculum provides experience in each of the areas as follows:

- **Linguistic**

There is a generous timetable allocation to English across the year groups. Subjects giving direct linguistic experience include English, Drama, French and Kiswahili. However, speaking, listening, writing and reading and other vital communication skills are practised in all areas of the curriculum through discussion, recording and general classroom interaction.

In the Early Years, linguistic experience is gained directly through planned activities within the Communication & Language and Literacy areas of learning. However, communication skills are practised constantly in all aspects of daily Nursery and Reception life.

- **Mathematical**

There is a generous timetable allocation to Mathematics across the year groups. However, mathematical experience is also gained in many other subject areas such as Science, Geography and ICT - Computing.

In the Early Years, mathematical experience is provided through planned activities in Numeracy, as well as through cross-curricular daily activities.

- **Scientific**

There is a comprehensively planned Science curriculum, which is designed to promote knowledge and understanding, develop analytical skills and encourage the processes of enquiry, discovery, recording and drawing conclusions.

In the Early Years, scientific experience is gained through the Understanding the World area of learning and through the cross-curricular topics which are planned each term.

The school grounds are used by all pupils from the Early Years Foundation Stage to Year 8 to enhance scientific discovery. These include the Boatie, games field and forestry.

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- **Technological**

Experience in computing is used across the curriculum via timetabled Computing lessons and through its use in most other subject areas. The school has an ICT Room, which can accommodate whole classes and is equipped with an Interactive WhiteBoard, as is the Science Lab. Class sets of LearnPad tablets and Chrome Books can be signed out for different lessons and all classrooms have overhead projectors. Both Ceramics and Woodwork, within the Art curriculum, gives direct technological experience in terms of developing ideas, planning and making projects, and experiencing the use of a wide range of materials, tools and the evaluation of hands-on projects.

- **Human, Social, Moral, Spiritual & Cultural**

Geography, History, RS and PSHEE form the core input to Human and Social experience. A number of charities are supported and a varied programme of presentations in Chapels also contributes to this area. Extra experiences are provided through visits to museums, field trips, camping, visiting speakers, combined drama performances with the local 'Restart' charity and local community both at home and overseas, and through interaction with visiting speakers.

- **Physical**

The school has a wide range of facilities and resources, which include a Sports Hall, Theatre, large games pitches, 400m running track, 2 squash courts, swimming pool, 2 tennis courts and grassed areas for outdoor games, 5 cricket nets, stables, cross country course and outdoors arena.

These facilities enable a huge breadth of physical activities to take place. There is also plenty of outdoor equipment, which is available at playtimes and on weekends to enhance physical development.

There is generous timetabled provision for Physical Education, which is also inclusive of Swimming, Tennis and Squash lessons. The comprehensive programme includes the development of gross and fine motor skills, co-ordination, physical control and a wide variety of sporting skills. Children are encouraged to evaluate their performance and to develop tactical skills. Knowledge and understanding of the principles of fitness and health is also developed with additional input from the PSHEE curriculum. Rhythm & Dance also provides pupils with the opportunity to develop their understanding of movement, body language and self-expression.

In the Early Years Foundation Stage, Nursery and Reception supplement their specialist lessons through further planned activities and unplanned opportunities for the physical development area of learning. Both Nursery and Reception utilise the outdoor areas on a daily basis with a balance of planned and unplanned activities. The development of fine motor skills is provided through the use of tools and resources such as scissors, clockwork toys and malleable materials on a frequent basis.

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- **Aesthetic and Creative**

The main subject areas contributing to this area of experience are English, Art, Music, Rhythm & Dance, Drama and a variety of extras (such as LAMDA and Art & Craft clubs). Children are encouraged to think and react creatively to the many stimuli that arise within lessons. Extra experiences are provided through opportunities such as the Junior Nativity Play (Michaelmas Term), Middle School Plays (Trinity Term) and the Senior Play production (Lent Term), Talent Shows, Music Concerts, Verse Speaking, Badminton Cup, Inter-House Song Competition, reading in Chapel and theatrical events.

Individual Pupil Development

To ensure the best possible chance of realising their potential, the progress of each child is carefully tracked and monitored. Help and support is provided wherever possible. Regular communication about pupil progress and development is carried out through the daily morning meeting (Shout), departmental meetings, whole staff meetings (Mondays and Saturdays) and through dedicated Pupil Tracking meetings, in which the progress of every pupil is discussed. The Pupil Tracking meeting includes the Head, Director of Studies, Head of Juniors/Middles/Seniors, Head of Learning Support and the relevant subject teachers and Tutors. If there are any concerns arising about a child's ability to access and engage with the curriculum, they are referred to the Head of Learning Support and enrolled into the Coach House for extra one-to-one support.

Differentiation is a crucial aspect of ensuring that each individual child progresses at the best pace they can. This is achieved through a variation of questioning, course content, resources, pupil tasks, in-class support, expected outcomes and scholarship classes.

The Head, in consultation with the Director of Studies and the relevant teaching staff, may agree to place a child below their designated Year group (as per their date of birth), or repeat a Year group, if this is in the best interests of the individual child and the benefits clearly outweigh the negatives. However, this is only in agreement with parents and with due regard to the possible ramifications of such a move on the child's development, learning and future transition to Secondary School. Pembroke House does not accelerate more able children into Year groups above their age bracket, but rather extends them within their correct Year group through in-class extension and withdrawal for Scholarship lessons.