

Jack & Jill Family of Schools: Curriculum Policy

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework;
- Prepared with regard to the Education (Independent School Standards) Regulations 2014.

Applies to:

- Jack & Jill School Twickenham;
- Nightingale House Pre-Preparatory; and,
- Clarence House Preparatory School.

Related Policies:

- Teaching and Learning Policy
- S.E.N.D. Policy
- E.A.L. Policy
- Equality and Diversity Policy.

Who is this policy for?

- Staff and volunteers
- Parents
- External agencies.

Available from:

- School Website
- School Office
- SharePoint

Monitoring and Review:

We are aware of the need to review the curriculum policy regularly so that we can take account of new initiatives, changes in the National Curriculum, developments in technology or changes to external entrance examinations. As such, this Policy will be continuously monitored and reviewed by no later than two years from the date shown above.

References:

- “Parents” refers to parents, guardians and carers;
- “Staff” includes employees, volunteers, peripatetic staff, external providers (Springboard Swimmers) or specialist staff provided by an external provider;
- The “School” refers to the Jack & Jill Family of Schools (Jack and Jill School Twickenham, Nightingale House Pre-Preparatory School and Clarence House Preparatory School (CHPS));
- “EYFS” refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group;
- “Strategic Leadership Team” refers to the team managing the School, currently including the Deputy Principal, Headteacher of Clarence House, Pre-Preparatory Lead Teachers and Digital Learning Lead.

Reviewer: Strategic Leadership Team (June 2021)

Effective: June 2021

Next review: January 2022

Principal's Signature:

Neveon Papamark

Introduction

This policy is a written policy on the curriculum. This policy is supported by appropriate plans and programmes of study.

The curriculum is all the planned activities organised to promote learning and personal growth and development. It includes the range of extra-curricular activities that are organised to enrich the students' experience. A separate Teaching and Learning Policy indicates the school's approach to pedagogy.

Promoting Fundamental British Values

The United Nations Convention on the Rights of the Child (CRC) and the Fundamental British Values underpin our curriculum.

Our curriculum and programmes of study promote (and do not undermine) the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Please see the appendix on Fundamental British Values in the P.S.H.E.E. and Citizenship policy for further details.

Aims

- The Jack and Jill curriculum aims to give students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- The Jack and Jill curriculum aims to ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- The Jack and Jill curriculum aims to ensure that all pupils have the opportunity to learn and make progress;
- The Jack and Jill curriculum aims to provide effective preparation for the opportunities, responsibilities and experiences of life in British society.

Organisation

Jack & Jill Family of Schools operates on three separate sites approximately three miles apart.

There are three sections to the school:

- Jack & Jill School Twickenham;
- Nightingale House Pre-Preparatory; and
- Clarence House Preparatory School.

The Jack & Jill site in Twickenham is for children in the Foundation Stage.

The Nightingale House Pre-Preparatory site in Hampton is for girls in Years One and Two.

Clarence House Preparatory site in Hampton Hill is for girls in Years Three-Six.

Key points of entry are in Nursery, Reception and Year Three.

Jack and Jill Nursery Curriculum

In Nursery and Reception, the curriculum is specifically guided by the seven areas of development as set out in the EYFS guidelines. The Seven areas of Learning are:

Three prime areas;

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (CL)

Four specific areas;

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts & Design (EAD)

The curriculum in the nursery is based upon and meets the requirements set out in the Early Years Foundation Stage Curriculum, with special emphasis on acceleration in literacy and numeracy.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum so that each child has the opportunity to experience all aspects of the Early Years Foundation Stage and that there is planned progression in all areas of development.

Teaching in the Reception classes builds upon the experiences of the children in their pre-school learning and is delivered in a formal, well planned and structured manner. The morning is devoted to formal literacy and numeracy activities and the afternoon is timetabled to encompass all aspects of the Early Years Foundation Stage. Self-selected activities are encouraged in many aspects of the school day.

Jack and Jill Pre-Preparatory Curriculum

From Year One our broad and balanced curriculum covers the following areas:

- Linguistic
- Mathematical, scientific and technological
- Human and social
- Physical, aesthetic and creative

This is delivered through timetabled lessons in:

- English
- Mathematics
- Science
- Computing
- Engineering
- Topic (incorporating lessons in History, Geography, Religious Education and P.S.H.E.E.)
- Philosophy
- French
- Art
- Music
- Physical Education (including Games and Swimming)

The Pre-Preparatory curriculum prepares students for selective 7+ entrance examinations to London day schools. On completion of 7+ entrance examinations, Year Two follow an enrichment programme.

Clarence House Preparatory Curriculum

From Year Three our broad and balanced, knowledge-rich curriculum covers the following areas:

- Linguistic
- Mathematical, scientific and technological
- Human and social
- Physical, aesthetic and creative

This is delivered through timetabled lessons in:

- Learning for Life (P.S.H.E.E.)
- English
- Mathematics

- Science
- Computing
- Engineering
- History
- Geography
- Religion
- French
- Art
- Drama
- Music
- Physical Education (including Games, Gym, Dance and Swimming)

Clarence House has a focus on developing grit: perseverance and passion for learning; students have a weekly opportunity to reflect on their learning in an online Learning Journal.

Clarence House is a S.T.E.M. specialist, with Science, Technology, Engineering and Mathematics given prominence in the timetable.

The Clarence House curriculum prepares students for selective 11+ entrance examinations to London day schools, country boarding schools and grammar schools.

Personal, Social, Health and Economic Education

The School has a Personal, Social, Health and Economic education policy which:

- Reflects the school's aims and ethos; and,
- Encourages respect for other people, paying particular regard to the protected characteristics.

Jack and Jill Nursery Planning

Teaching in the Nursery is planned in three phases: long, medium and short term. The long-term plan for nursery indicates the area of learning and development which will be focused on for that half term. Over the academic year each area of learning and development will have been focussed on. The theme is nominated based on child interests and appropriate Learning Development statements are chosen. Acceleration in literacy and numeracy is planned on an individual basis.

Planning takes into account the ages, aptitudes and needs of all pupils, including those pupils with an E.H.C. plan, or S.E.N. or E.A.L. needs.

Jack and Jill Reception and Pre-Preparatory Planning

In Jack & Jill Reception and Jill Pre-Preparatory all curriculum subjects have their own programme of study: a long-term plan for each year group, indicating the topics taught in each term, with clear guidance on objectives and assessment opportunities.

Medium-term plans give greater detail about the sequence and activities included in each topic or unit of work. We use some of the national schemes of work for our medium-term planning in some foundation subjects.

Short-term plans are those that our teachers write on either a unit of study (for foundation subjects) or weekly (for English and Mathematics) basis. These plans identify what resources and activities we are going to use in the lesson.

Planning takes into account the ages, aptitudes and needs of all pupils, including those pupils with an E.H.C. plan, or S.E.N. or E.A.L. needs.

Clarence House Preparatory Planning



Clarence House's detailed, knowledge-rich **Programmes of Study** include:

- The topics to be covered;
- The key resource (usually a textbook);
- Objectives; and,
- The end-of-unit assessment.

For example, *Religion Year Six Unit Eight Sikhism* includes:

- The stories about the Gurus the teacher needs to cover;
- The key resource is the *Storytellers: Sikhism* textbook;
- The objectives, which focus on knowledge about Sikhism;
- The end-of-unit assessment is (i) a test (which in this case includes multiple-choice and short answer questions) of the knowledge about Sikhism contained on the knowledge organiser and (ii) an essay written under timed conditions.

Medium-Term plans are based on a programme of study unit. The teacher adapts and adds to the plans included in the programme of study to:

- 'Own' the unit, with the teacher adding their preferred resources, weblinks, videos and games, etc, whilst retaining a sharp focus on the core knowledge outlined in the unit and the recap/instruction/practice teaching model outlined in the [Teaching & Learning Policy](#);
- Meet the needs of the particular cohort of children they are teaching, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an E.H.C. plan, or S.E.N. or E.A.L. needs and,
- Take account of planned interruptions.

For example, a teacher writing a medium-term plan on the Sikhism unit might:

- Working from the structure outlined in the Programme of Study, add in additional resources, including online resources and the use of artefacts;
- Differentiate to meet the needs of an EAL learner in the class; and,
- Plan for lessons missed due to a Music trip and a Carol Concert rehearsal.

Short-Term plans are for the teacher's own reference. They are responsive to the needs of the children.

For example, a teacher might note in a short-term plan '*Need for more Sikhism knowledge organiser retrieval practice in lesson 8*'.

	May this be edited?	Is this submitted for review?
Programmes of Study	By Subject Leaders in discussion with NH. Teachers may not make ad hoc decisions to swap units.	Yes, by Subject Leaders to Head of Clarence House
Medium--Term Planning	Yes. Written by the teacher teaching the unit.	Yes, to Subject Leaders
Short--Term Planning	N/A	No – for teacher's personal reference

Submitting Planning

- Jack & Jill Pre-Prep planning is uploaded to the Jack & Jill website planning website;
- Clarence House medium-term planning is uploaded to Google Classroom.

Extra-Curricular Programme

Extra-curricular activities are an essential compliment to the formal taught curriculum. A range of extra-curricular activities, including peripatetic music lessons, a full After School programme and optional 'More of...Jack & Jill' holiday clubs provide students with further opportunities to enrich their experiences in a wide variety of fields.

Monitoring and review

The Principal, Deputy Principal and The Head of Clarence House are responsible for monitoring the way the school curriculum is implemented and for the day-to-day organisation of the curriculum.