LOCHINVER HOUSE

Curriculum Policy

It is the aim of Lochinver House School to provide every pupil with a unique and special experience of education whilst at the School. Through our teaching we aim to ensure that pupils are provided with exceptional learning experiences that lead to a consistently high level of pupil progress.

This policy guides what the School as a community does to create an effective and well-managed learning environment in which the individual needs of each pupil can be met. Children learn through their combined experience at School and home. We work in partnership with parents to ensure that pupils are encouraged always to try their best and to rise to the challenges that are set for them.

We aim to provide:

- full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- policies, plans and schemes of work that:
  - take into account the ages, aptitudes and needs of all pupils, including any pupil on roll with an EHCP (Education, Health and Care Plan)
  - does 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
- an environment where pupils acquire speaking, listening, literacy and numeracy skills
- personal, social, health (physical and mental) and economic education which:
  - reflects the School's aim and ethos
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
  - is presented in an impartial manner
  - enables them to make informed choices about a broad range of career options
  - helps to encourage them to fulfil their potential
- all pupils with the opportunity to learn and make progress
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

At the heart of these aims is our provision of a broad and balanced curriculum which offers each pupil a full and rounded education, encompassing challenge and opportunity in every area. Such diverse opportunities create an enhanced awareness and understanding in the areas of knowledge, artistic expression and creativity, technology, physical ability, citizenship, good manners and discipline.

The Curriculum

The School's objective is to provide a curriculum that is well taught and relevant to the needs of pupils today, whatever their ability. This curriculum is designed to:

- provide the knowledge, skills and understanding appropriate to a Pre Prep and Preparatory School education
- prepare pupils for a place in an appropriate Senior School
- lead to the development of a well-adjusted, confident, self-disciplined citizen; and
- take note of national and independent guidelines and relevant examination board syllabus and give experience, but not exclusively, in the following areas:

  Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing not only in English, but through other languages too.

  Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.

  Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

  Technological: This area includes the use of information and communication technology (ICT); computational thinking; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and problem solving and evaluating processes and products.

  Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography make a strong contribution to this area.

  Physical: This area aims to develop the pupils' physical control and co-ordination as well as their individual and team tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

  Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, movement, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

  Theology, Philosophy and Religious Studies: This area aims to educate pupils in religious and moral disciplines, including the study of religious texts, histories, beliefs, practices, and ethics. This education engenders respect for other people; diversity is celebrated and understood.

  Personal, Social, Health (physical and mental) Economic Education : PSHE is delivered using Jigsaw. British Citizenship, Careers and Relationship and Sex Education are delivered through a combination of planned curriculum opportunities and whole school approaches. Some will be delivered through discrete PSHE curriculum time and through circle and tutorial time. Some will be delivered through subject specific curriculum content, assemblies, activities, trips, work experience and involvement in groups and organisations such as the Year 8 Charities, Wellbeing Council, Lochinver Environmental Organisation (LEO) or School Council meetings.

Lochinver's Learning Powers are intellectual characteristics which we believe are essential for our pupils to develop in order to think and learn independently. These seven qualities have been identified to help encourage pupils to develop skills as independent learners who understand the value and purpose of learning tasks: Initiative, Focus, Reflectiveness, Resilience, Collaboration, Curiosity and Originality.

Opportunities to practise these skills are planned into most lessons and pupils are rewarded for identifying and developing these characteristics.

The Pre Prep department consists of Little Lochies to Year 2. Lochinver House School has exemption from the Early Years Foundation Stage Framework, November 2024. The International Early Years Curriculum (IEYC) in Little Lochies and Reception, and the International Primary Curriculum (IPC) in Years 1 and 2 scaffold the learning outside the core subjects of Literacy/English and Mathematics. The curricula offer a holistic approach to learning, integrating multiple subjects, encouraging inquiry-based learning, and promoting the development of key skills, knowledge, and understanding across various disciplines. Pupils' international mindedness is developed through incorporating global themes, diverse cultural perspectives, as well as enabling opportunities for connecting with children from other countries and the exploration of similarities and differences between their own cultures and those of others.

Music, Drama, PE and Computing are taught by specialist teachers, with all other lessons taught by Class Teachers. In Years 3 to 6, the National Curriculum and ISEB (Independent Schools Examination Board) 11+ exam syllabus provides a starting point for schemes of work which are extended and enhanced using a wide range of high-quality resources.

Years 3 and 4 are taught by Class Teachers with an increasing number of subject specialists involved: Science, French, Art and Design Technology, Music, Drama, PE/Games and Computing.

From Year 5 onwards all other subjects are taught by subject specialists who begin to cover aspects of the Common Entrance Syllabus and 11+ exam requirements. There is a Head of Department for each subject who is responsible to the Head and is required to work with the Deputy Head Academic and the Form Teachers in Pre-Prep and Years 3 and 4.

In Year 8, some pupils sit their ISEB Common Entrance or Scholarship Exams to Independent Senior Schools.

Each department maintains curriculum plans which are used by teachers to create well planned lessons, using a variety of methods, styles and approaches. A balance of individual, group and whole-class teaching allows pupils the opportunity to work independently through appropriately differentiated tasks. Regular assessment, evaluation and monitoring of teaching and learning is used to inform planning. Teachers use all available data to inform their planning so that the needs and prior attainment of pupils are taken into account and to ensure pupils are able to make good progress and achieve their potential.

Teachers assess, monitor, reflect and review the achievements of each pupil on a regular basis. Pupils should be actively encouraged to be involved in this process of self-appraisal and target setting. Self-assessment is an integral part of the teaching and learning process. Teachers keep detailed records of their work with their classes and of individual pupil's attainment and progress. Progress is assessed as part of a continuous process which feeds back into lessons.

In order to achieve the School's aims, teachers at Lochinver:

- enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- foster in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- develop well planned lessons using effective teaching methods, activities and good management of class time
- show a good understanding of the aptitudes, needs and prior attainment of pupils, and ensure that these are taken into account in the planning of lessons
- demonstrate good knowledge and understanding of the subject matter being taught
- utilise classroom resources which are of good quality, quantity and range
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; and
- utilise effective strategies for managing behaviour, in line with the Behaviour Management, Rewards and Sanctions and Exclusions Policy.

The effective delivery of the curriculum is monitored by individual Heads of Department and the Deputy Head Academic.

Reviewed By	Deputy Head Academic
Approval Body/ Committee	Education
Last Review	Spring 2025
Next Review	Spring 2027
Policy Linked To	Assessment and Recording Policy, Behaviour Policy, Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct), Data Protection Policy, English as an Additional Language (EAL) Policy, Educational Visits Policy, EYFS (Early Years Foundation Stage) Policy, More Able Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy, Relationship and Sex Education (RSE) Policy, Report and References Policy, SEND Policy, Spiritual, Moral, Social and Cultural (SMSC) Policy

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