



BEESTON HALL SCHOOL

Curriculum Policy

Pupils at Beeston Hall School are educated in accordance with the School's aims and objectives that stress:

- Continuity and balance and recognition of the individual
- Variety and experiences, skills concepts and knowledge

These aims are, in brief:

- To enhance self esteem and the ability to value each person's own worth through a caring, secure environment
- To enhance the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning
- To develop each individual to his/her potential through offering a wide range of high quality experiences
- To develop social awareness, group responsibility and empathy through the social context of learning
- To provide first hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which we live
- To develop children's imaginations and creativity by offering a wide range of experiences
- To promote a health conscious environment
- To develop positive relationships between home, school and the community
- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To provide a broad, balanced, differentiated curriculum for all children

The above aims are achieved through our main and extra-curricular times with the children, which are detailed below:

Year R:

All children are taught in accordance with the National Curriculum's Early Years Foundation Stage (EYFS) goals. Progress is recorded on the Tapestry database and is sent to the LEA at the end of each school year.

Year R has specialist teachers for Modern Foreign Languages, Art, Music and Physical Education. These classes are monitored by the class teacher.

Years 1 and 2:

All children study a Numeracy and Literacy. These lessons take place during the morning part of the teaching day. Teaching Assistants are available to help support the learning of the children, under the direction of the class teacher.

The class teacher is then responsible for the wider curriculum, plans of which are published in advance and are shown as links through the jigsaw board. Each half term involves a coordinated topic which allows all children to access all the national curriculum strands for Years 1 and 2, but also allows for the more able to be stretched.

Children are taught by the class teacher for English, Maths, Science, the Humanities, Computing, Theatre Studies and PSHEE. Specialist staff take the children for lessons in Art, Music, Modern Foreign Languages and Sport. All specialist teachers have written Schemes of Work which are accessible to all children of Year 1 and 2 ages.

Children undertake two sessions of PE or Sport a week; PE takes place joint with the children in Year R on a Tuesday. Three staff help the children with their general physical development and basic skills. Sport is played on a Monday. Any child that is talented at sport is encouraged to take part in the 'Junior Games' session with the specialist coaches. Year 2 children are not used for matches.

Years 3 and 4.

All children study a Literacy and Numeracy programme, the time of which is protected to ensure continuity for the children. These lessons take place for the first 3 lessons of everyday. During this time Teaching Assistants will work with the class teacher to ensure each child is able to access the curriculum Learning Objectives.

There can be a dedicated intervention lesson for those children who require it, whilst the others work on targeted reading, numeracy and literacy tasks in small ability groups.

The classes are largely mixed ability, form based teaching with specialist teachers leading lessons in Science (Year 4 only), French, Art, Music, Theatre Studies, Computing, Design Technology and Physical Education for which there are also clear programmes of study and schemes of work.

The children have games lessons each day except Wednesdays (Year 4 only on a Saturday). They take part in all the main School sports: Hockey, Netball, Rugby, Cricket, Rounders, Athletics and Swimming depending on the term. Matches are held on a Friday afternoon.

Years 5→8.

Children are taught in ability sets for the Core subjects of English, Maths, French, Science. All other subjects are taught in groups according to their form English set.

All subjects follow a programme of study that is loosely based on the National Curriculum. In the case of the Core subjects, the programme of study links to the Independent Schools Examination Board (ISEB) 11+ and 13+ syllabi. In Year 8 some children are working towards their future school's scholarship examinations. These can be quite varied in content and are catered for by differentiation within the class room by the class teacher.

All children, again, follow the games routine five days a week.

Areas of Experience:

Through departmental schemes of work it can be shown that the children at Beeston Hall School experience a range of learning activities which cover the areas of:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and creative

education which allows each child to achieve the aims of the School.

Please see **Appendix A** for a breakdown of the lesson allocation within the week.

Extra-Curricular Activities.

For the Lower School (Years 3 →5) there is an Activities Programme which runs from 1645→1745 on all weekdays except Wednesdays. Activities change term on term but a list of clubs can be found in **Appendix B**.

Years 6→8 have a 60 minute supervised prep session during this time. After supper there is a second Activities session open to all pupils. The types of clubs on offer can be found in **Appendix C**.

Children's skills in both the Academic and Extra-curricular courses are evaluated in many different ways; through oral, aural, reading, writing ability in differentiated tasks. There are various opportunities for the children to demonstrate their creativity, logical and independent thinking either as assessed pieces of work within the classroom or as independent study pieces for extra- curricular competitions and clubs.

Children are encouraged to participate in all sports and all play in teams throughout their time at Beeston. Success is rewarded with team promotion at selection, positions of responsibility and Sports Colours.

Beeston Successes.

Beeston has a good reputation for children attempting scholarships with approximately one third of each Year 8 cohort being entered for a scholarship. We are particularly successful at Sporting and All-Rounder awards. In the last six years we have achieved 71 awards to 11 different schools. Our Common Entrance examination results have also remained high with children passing easily into top Independent Senior Schools. In the last five years five pupils have been rewarded by their future senior school for their attainment at CE.

Music and Dance:

Many children learn musical instruments and show case their skills in our twice termly, informal concerts and end of term productions. Children sit ABRSM examinations in instrument, music theory and voice as well as Trinity Exams for Percussion. Again we have been very successful with results with many children achieving Merits and Distinctions. Children have also performed to local residents, Special school, The Royal Norfolk Show and other local events. Some children have been entered for external competitions such as the Rotary Young Musician. Children are encouraged to perform within

one of the many music groups to help them appreciate working with others and the skills required to work as part of a team. The groups are various (see **Appendix D**) and suitable for children from Beginner to more experienced.

Ballet is another area of high exam success and standard. Children may choose to participate in lessons during their free time and results for Grades are always good.

Other Sporting Success:

For a small school we have much success on the sports field. We regularly compete in local tournaments and have reached the National Finals for Athletics in some track and field events in the last four years. We have also performed well at Show Jumping, winning several different classes. The shooting Team regularly enters and is successful in National Prep school competitions (Lord Robert's Bowl)

The school itself hosts competitions in sport for local schools in Netball, Hockey, Athletics and Swimming.

Successes in brief:

Scholarships in the last five years:

- Academic: 18
- Art: 8
- Sport: 21
- Music: 13
- All-rounder/General: 13
- Drama: 4
- Sailing: 1

(Schools: Radley; Gresham's; Uppingham; Oundle; Tudor Hall; Langley; Royal Hospital School; Stowe; The Leys School; Norwich School, Rugby, Sacred Heart, Stephen Perse Foundation, Framlingham, Ampleforth)

National Competitions:

- Sawyer's Cup (Shooting)
- Geoffrey Pace Trophy (Shooting)
- National Athletics: U14 Triple Jump (Girls)
- National Athletics: U12 Hurdles (Boys and Girls), Long Jump (Girls), Shot (Boys)
- National Athletics: U14 Hurdles (Girls)
- East Regions Athletics: Many at U11, U10, U9 track events
- Eastern Regions Hockey champions: U11 and U13 (Boys)

Academic Attainment:

Pupils' attainment cannot be measured in relation to average performance against national tests but, we believe it is excellent in relation to national age-related expectations. The pupils follow a rigorous, demanding and wide curriculum and, on leaving school, the majority proceed to top public schools, with one or two attending local High Schools.

Pupil progress:

Throughout their time at Beeston the pupils are monitored closely to ensure progress is being made in all areas of school life. This is done in the following ways:

1. Teacher Assessment of Attainment and Effort:

It is expected that teachers mark, record and comment on pupils' work at regular intervals. All teachers follow the school's Marking Policy to ensure standardisation of grade for pupils. Target settings is used in all areas of the curriculum, both by pupils and by staff, to help the students further improve in their subjects.

2. Pastoral & Welfare Committee

Pastoral & Welfare Committee meetings take place every week on Monday from 1100 to 1200. These meetings are run by the Deputy Head and offer an opportunity for key staff to share concerns about the progress in any area of a pupil's life at Beeston. In the Pastoral & Welfare Committee there are representatives for each key stage, boarding, SENDCO and the School's senior Nurse, who is available to put forward any medical issues that may be affecting a child's progress. There is also a weekly Common Room meeting on Friday at 1025 where all staff can share issues or concerns about any child. All those meetings are minuted.

3. Assessment Grades:

At the end of each half term pupils are given 'Assessment grades'. These give a snapshot of the pupil's effort and attainment over the previous weeks teaching.

For the grades at Half term the non-examined subjects give just an effort grade. See **Appendix E** for the grade descriptors. A meeting is held to discuss any children who are falling below expectations and for whom some form of intervention may be necessary. Likewise, those who have performed well are highlighted and rewarded by the Head Master (HM). These grades are passed to parents with a written comment from the Form Teacher.

Effort Grades only are awarded to pupils in years R to 3.

4. Regulars Academic Tests and Examinations:

Many of the core subjects conduct regular tests as a guide to progress through the curriculum. Other subjects may also conduct tests or assessed pieces of work/tasks for the same reason and these are detailed within the schemes of work for each subject. Full examinations take place from Year 5 on a cycle as shown below:

Year group	Michaelmas	Lent	Summer
8	Yes	Yes (13+ Scholarship)	13+ CE
7		Yes	Yes
6			Yes
5			Yes (core only)

For years 5 to 7 examinations consist of main papers in all subjects sat and lower tier or extension papers where appropriate.

A meeting is held to analyse results after each exam cycle and intervention is considered for some pupils, as well as any set changes.

Exam results are sent home to parents.

5. Yearly Baseline Data.

All pupils sit CAT 4 tests during the Michaelmas term and PiEs and PiMs in the Lent term. This data gives a standardised baseline for all pupils. The data is analysed by the Director of Studies (DoS) and a meeting is held between the Heads of English, Maths and SENDCo to discuss any implications from the data. The analysis and recommendations from this meeting is then given to all Heads of Departments for dissemination to all other teaching staff members.

It is hoped that using the above routes the School is able to use its differentiated approach to learning to keep each child on track, extend those of high ability, support those who are weaker and to act quickly to support those whose attainment falls, with intervention when it is required.

6. Use of tracking databases:

In Years R to 4 the school monitors pupil progress using the Tapestry programme.

In years 5 and 6 the school has designed its own tracking database to show progress throughout the year and also from year to year.

Quality of Teaching:

Beeston recognises that the part of teaching plays a major role in the progress and learning of the pupils. To ensure that all teaching is of the highest standard we have a rigorous appraisal system which is aimed at making subject staff reflect on their own teaching and help them look for ways to continue to improve within the classroom.

As well as regular work, marking and book scrutinies, each member of staff is observed in the class room twice a year by their appraiser. The focus of the lesson observation is based on the Teacher's Standards and the standards are chosen by the appraiser and appraisee based on previous appraisal cycles and the teacher's appraisal targets for the year.

Feedback is given swiftly and recommendations are given by the observer of the lesson and these can be reviewed under the next appraisal cycle.

Peer lesson observations are also encouraged as a way of sharing good practice amongst colleagues. Staff are also able to follow a learning walk or pupil tracking exercise if this has a clear focus related to their appraisal targets.

In service training is offered throughout the year with previous whole staff InSeTs being:

- Differentiation in the Classroom
- Starters and Plenaries
- Improving Pupil Feedback
- Working with EAL students
- Wellbeing for pupils and Staff

Specialist Provision:

Beeston Hall School prides itself on making the curriculum accessible to all pupils, no matter their abilities or difficulties.

The SEND Department.

One third of our pupils are on the Beeston Learning Support Register. This is a list of children who have diagnosed, and undiagnosed but suspected, specific learning difficulties. The SENDCo prepares detailed files listing each child's difficulties incorporating suggestions as to how the class teacher can ensure the child is accessing the curriculum.

Some children receive one-to-one lessons to tackle their difficulties. These are timetabled by the SENDCo to allow staff to make provision if the child is missing their academic lesson. Teaching Assistants and Learning Support staff are also available to support in the classroom where their deployment is determined by the class teacher.

Referral to the SENDCo for a child to be assessed has to come from the parents. If a member of staff has concerns about a child then this is discussed at the Pastoral Meeting. Information is collated by the tutor who will then approach the parents. The parents will then make contact with the SENDCo for advice.

At present the school does not have any children that have an educational statement.

Able, Gifted and Talented Children:

- Able and Gifted pupils are those with strong intellectual and academic abilities.
- Talented pupils excel in specific areas, for example: Music, Art, Design, Drama, Dance or Sport.

Each department suggests children for our Gifted and Talented Register. A programme of lectures, trips and other activities are put in place by the Heads of Department to ensure that as well as differentiation within the classroom, we are extending their knowledge beyond that of the curriculum. These have included:

- Lectures by Senior School staff on History, Art, Mathematics and Classics
- STEM days
- Oundle School Science Day
- Langley Maths Challenges
- Rotary young Musician Competition

Beeston Hall School tests all children in Verbal and Non-Verbal reasoning annually. There are standardised scores and can be used to identify Gifted children (top 5% of the National ability range.) The children are placed on the school's Able, Gifted and Talented (A, G+T) register by the Director of Studies at the end of the Michaelmas Term. Able children are identified by teaching staff

and added to the A, G+T list in the Lent term. These are children who are achieving, or have the ability to achieve, at a level significantly higher than his or her peer group at school.

Talented children in Sport and the Arts are identified by the Directors of Sport, Music and the Heads of Theatre Studies, Art and DT. The children are then added to the A, G+T register in the Lent term.

The A, G+T register is reviewed by the Heads of Subject every Lent term. Children are listed by subject, although Gifted pupils are present for all subjects. The list for internal use and reference only. A child may enter or leave the list at any of the review points during their school career.

It is expected that all staff are aware of the A, G+T list and of those pupils whom they teach, that are on the list so they can adjust their teaching and differentiate accordingly.

At Beeston Hall we always expect high standards of attainment for all our pupils. Differentiation is part of everyday planning by the class teacher. Extension tasks are provided by teaching staff and these aim to help the pupils think more deeply about the topics under study, rather than 'more of the same'.

Children on the A, G+T register may also be involved in many other activities run to help extend their learning beyond the constraints of the 13+ ISEB curriculum. These include the following:

Able and Gifted:

After Supper Clubs:

- 'Outside the box' – lateral thinking club
- Debating
- Astronomy
- German, Spanish, Italian language teaching.
- Chess
- Bridge
- Science Fair
- A, G+T club – various tasks preparing for future scholarship

Competitions:

- Langley History Heroes
- Townsend Warner History
- Oundle Science Day
- Uppingham on the Buzzer Quiz
- Langley Maths Challenge
- Linguabat
- Gresham's Language Detective Day
- Oundle High Fliers
- STEM day

Lectures:

- History of the Modern Olympics – Mr Hugh Farey
- Medieval Medicine – Mr Simon Kinder (Gresham's)
- Hydrated Salts – Mr James Bessent (Oundle)
- Plant Disease – Dr Phil Smith (TSN)
- The Gresham's Spy – Mr Simon

Kinder (Gresham's)

- Rotational Dynamics – Mr David

Talbot (Oundle)

Talented:

Music:

- Music theory classes
- music scholars classes
- numerous music groups
- concert performances
- ABRSM and Trinity examinations
- Rotary Young Musician of the Year
- Choral Days (Ely and Gresham's)
- Brass Day (Oundle)

Sport:

- Selective Sports teams
- Sports tournaments in all major and some minor sports
- Specialist coaches
- Visiting coaches for master classes
- permission to attend external club training
- wide range of 'minor' sports: Squash, Fencing, MMA, Ballet, horse riding

Art:

- Dedicated Art scholars area
- Art scholars sessions
- Gallery visits and visiting artists

Theatre Studies:

- Drama Scholars sessions
- regular plays and auditions
- Tour of Senior play

Pupils on the A, G+T register would be considered for scholarships to their future senior school and prepared as such by staff. The requirements for scholarships to senior schools varies greatly and a final decision as to whether a scholarship is to be attempted is made at the end of the Summer Term of Year 7 in conjunction with the Master of Scholars, relevant staff, pupil and parents.

Throughout the school year the progress of the A, G+T pupils are monitored by the Master of Scholars and the relevant teaching staff. Pupils who show a lack of effort or attainment are

highlighted at the Senior Pastoral Leaders meeting and actions put in place to support the pupil. These actions are minute-ed and reviewed regularly to ensure the pupil achieves their potential.

Children who are thought to be Gifted and Talented and who are due to start Beeston Hall are encouraged to sit our own Scholarships. These can be completed in Academia, Art, Music, Drama and Sport.

English as an Additional Language (EAL)

Beeston Hall is very lucky in that it attracts children from various countries to come and study. This broadens the horizons of our English pupils and helps them to experience, and begin to understand, the differing cultures around the world. We have had children join us from:

- Argentina
- France
- Spain
- Belgium
- Kazakhstan
- Ukraine
- Japan
- China

Most spend less than a year with us. Some come to prepare themselves for life in an English Senior Public School. All follow a full academic and co-curricular programme with their English counterparts. Bilingual dictionaries are made available to them in all academic lessons.

Nicole Williamson, the Head of EAL, oversees the entry and assessment of all pupils who arrive and arranges the appropriate programme of lessons to support them with their English and encourages them to work towards internationally acclaimed examinations (CELTA First Certificate).

In subject examinations these children are entitled to 25% extra time and a bilingual dictionary as instructed by the ISEB.

Please also see the Boarding Policy with regards to Emotional Needs of Overseas Boarders.

Reviewed by: Amanda Faye 17.08.18

Next Review: Director of Studies, August 2019

Appendix A:

Break down of Timetable Allocations by Subject:

Subject	Yr 8	Yr 7	Yr 6	Yr 5	Yr 4	Yr 3	Yr 2	Yr 1	Yr R
English	5	5	5	5	6	5	5	5	5
Maths	5	5	5	5	6	5	5	5	5
Sciences	3	3	3	3	3	2			
French	3	3	3	3	2	2	1	0.5	0.5
Latin	2	2	2	1					
History	1.5	1.5	1.5	1.5					
Geography	1.5	1.5	1.5	1.5					
Religious Studies	1	1	1	1					
Art	1	1	1	1	1	1	1	1	1
Design Technology	1	1	1	1	1	1			
Music and Drama	1	1	1	1	1	1	1	1	1
Physical Education	1	1	1	1	1	1	1		
Computing	1	1	1	1	1	1			
Curriculum Topic					4	4	14	14	14
Reasoning				1	1	1			
Tutorial	1	1	1	1	1	1			
Total:	28	28	28	28	28	25	25	25	25

Each lesson is 55 minutes long.

The pre-prep is much more flexible in its use of time and won't necessarily stick to the Prep School bells.

Appendix B:

Selection of Activities for Juniors (Years 3→5) from 1700→1745

- Knitting
- Sewing
- Design technology
- Yoga
- Gymnastics
- Swimming
- Cooking
- Rock groups
- Sign language
- Spanish
- Code breakers
- Art
- Drama
- Story time
- Woodland Games

Appendix C:

Activities for After Supper.

- Archery
- Arabic
- Scottish Reels
- Art and Crafts
- Science Club
- Astronomy
- Drama
- Music theory
- Rock groups
- Debating
- Public Speaking
- Code breaking/Outside the box
- Cooking
- Football
- Rugby Sevens
- Swimming
- Mixed Martial Arts
- Fencing
- Ballet
- Chess
- Sports practice
- Quiet Study
- Computer programming
- Junior Boarders reading
- Music theory
- Camp cooking
- Karaoke
- Dodgeball

Appendix D:

Musical Groups and Ensembles.

- Junior Recorders
- Recorder Consort
- Orchestra
- Strings ensemble
- Fiddlesticks (junior Strings)
- Samba Band
- Percussion ensemble
- Concert Band
- Harp ensemble
- Junior Choir
- Beeston Singers
- Chapel Choir
- Music Scholars
- Music Theory
- Musical Munchkins
- Glee Choir

Appendix E:

Grade Descriptor for Assessment.

Effort Grade	Descriptor
1	Excellent Effort
2	Encouraging effort
3	Inconsistent effort
4	Cause for concern

Performance Grade	Descriptor
A	Excellent progress and standard in all aspects of the subject
B	Good progress and standard in most aspects of the subject
C	Reasonable progress and standard in most aspects of the subject
D	Struggling to grasp and retain some skills and facts
E	Struggling to grasp and retain most skills and concepts.

These are presented to the children in the format below to help them understand the meaning of the statements:

Effort –

1- excellent effort in all areas: you always give of your best and never give up, you always take on board the advice given.

2 - good effort in all areas: you will give most things a really good go and mostly listen to the feedback advice.

3 - satisfactory effort: There are times when you get side-tracked, or perhaps do not follow the feedback advice your teachers have given you.

4 - oh dear: we need to sit down and talk about how you can improve your effort ready for the next half of term.

Attainment:

A – You have grasped all concepts quickly and are able to apply them without difficulty in independent work.

B – You have picked up most of the concepts well and are able to use the ideas with the tasks set, occasionally making errors.

C – You have a fair grasp of most concepts and need a little bit of support to apply them during task situations.

D – You have struggled to grasp the concepts and need support to remember and use them in task situations.

E – You have found much of the work very difficult and we have used extra resources to help you with the concepts.