



PEPONI

HOUSE

Curriculum Policy

To be reviewed by:	Head, Peponi House
Date of Policy:	September 2023
Review Frequency:	Annually
Review Date:	September 2024

Introduction

This policy applies to all pupils at Peponi House and takes into account the ages, aptitudes and needs of all pupils, including those with EAL and SEND. At its core, Peponi House offers forward-looking preparation for success and happiness in a rapidly changing world.

Aspiration and Ambition

Peponi is an educational community underpinned by our distinctive ethos and the efforts we place into forward-looking preparation for success. With emphasis on aspiration and ambition, the quality of our academic programme is crucial to us. We make top-tier teaching and learning our priority. Alongside this, our pupils are given opportunities to acquire broader skills and interests which enrich their lives.

Learning to Learn

Exploration, interaction and thoughtfulness are the foundations of the learning experience we provide at Peponi House. Children are encouraged to be independent learners from Year 1 and they are encouraged to take responsibility for their own learning.

We aim to make the most of practical, investigative and interactive classroom experiences. Innovative technology is used wherever relevant and possible to enhance the learning experience.

We aim to challenge and stretch each individual child, acknowledging that they are unique, whole people who should be nurtured and developed in a stimulating, open-minded educational environment.

Our aim is to provide a curriculum which:

- i. Fosters a love of learning and understanding.
- ii. Encourages an appreciation of lifelong learning through exposure to both curricular and co-curricular provisions.
- iii. Encourages pupils to develop the attitudes, working habits, and independence that will serve well now and in the future.
- iv. Promotes a wide range of skills, including mathematical, scientific, technological, social, physical, creative and linguistic.
- v. Supports pupils to realise their full potential academically, pastorally, and socially.
- vi. Creates awareness of the links between subjects.
- vii. Introduces pupils to a wide range of academic and cultural experiences and stimulates intellectual curiosity.
- viii. Provides effective preliminary career guidance.
- ix. Promotes safeguarding and well-being of all pupils.
- x. Provided it does not undermine local law, promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- xi. Provides a full-time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education and enables them to make progress.

A framework for teaching and learning is provided by the British National Curriculum and the demands of the Common Entrance (CE) syllabus for preparatory schools. In addition, the breadth of learning that Peponi House offers gives all children the opportunity to excel.

Children are prepared for entry into independent senior schools (in Kenya and overseas) and some will sit for scholarships and all-rounder awards to those schools. An impressive total of scholarships each year to schools in Kenya and UK demonstrates that our children can and do achieve the very highest standards.

Learning Support

We have a Learning Support Department that provides short term interventions supporting children to develop global skills that enable them to access the Peponi House curriculum. Subject support is provided through class differentiation and quality teaching. For more information, please read the Learning Support Policy. The department is led by the Special Education Needs Coordinator (SENCO) with two additional Learning Support Teachers and three Learning Support Assistants.

The SENCO is responsible for:

- i. overseeing the day-to-day operation of the school's SEN policy
- ii. coordinating provision for children with special educational needs
- iii. liaising with and advising fellow teachers
- iv. managing learning support teachers and assistants
- v. overseeing the records of all children with special educational needs
- vi. liaising with parents of children with special educational needs
- vii. contributing to the in-service training of staff
- viii. liaising with external agencies including educational psychology services

The learning support assistants are responsible for giving in-class support to pupils who have learning difficulties and the learning support teachers are responsible for any withdrawal lessons where pupils with needs come to the LS department for intervention lessons.

Pupils with Specific Learning Difficulties

Support for pupils who have been identified as having additional learning needs is based on their individual needs and includes the following.

- i. Withdrawal support – identified pupils follow a slightly reduced timetable (usually having dropped a language) and in its place work with a LS teacher within a small group. Support is tailored to the pupil's targets, which are holistically set.
- ii. In-class support – involves having a LS assistant in specific lessons (mainly in English and mathematics).
- iii. Exam support – through the provision of access arrangements (extra time, reader, scribe, modified papers).
- iv. External professionals link – we offer pupils a link to external professionals e.g. educational psychologists, counsellors, speech therapists.

EAL

Whilst pupils who join Peponi House are usually at an age-related fluency of English, we do have pupils who are learning English as an additional language and have come to us from an international school where the teaching language is not English. For other pupils English is secondary to the language they speak at home (Kiswahili, Gujarati, Urdu, Punjabi being most common, additional to various European languages).

Teachers at Peponi House recognise the importance of including and supporting children learning English as an additional language within the school community to ensure their success. We recognise and value the diversity of the children who attend our school and their contributions. We aim to meet the needs for learners for whom English is an additional language.

Peponi House takes its lead from the framework and guidance provided by The Bell Foundation to support the needs of those using English as an additional language. To this end, we aim to adhere to the five key principles:

- i. to recognise that multilingualism is an asset.
- ii. to set high expectations with appropriate support.
- iii. to provide an integrated focus on language and content.
- iv. to provide effective and holistic assessment.
- v. to ensure social inclusion.

EAL provision is led by:

- i. Curriculum modification within the lesson
- ii. Holistic reading, writing, speaking and listening targets set and supported by the classroom teacher and teaching assistants
- iii. Classroom activities having clear learning objectives and the use appropriate materials and support to enable learners to participate in lessons.
- iv. Key language features of each curriculum area being identified and shared with the EAL child.
- v. Enhanced opportunities being provided for speaking and listening and use made of drama techniques and role play as appropriate.
- vi. Additional visual support being provided e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- vii. Additional verbal support being provided e.g. repetition, modelling, peer support.
- viii. Using accessible texts and materials that suit both children's ages and levels of learning.
- ix. Ensuring that pupils are engaged through visual and interactive teaching.
- x. In grouping, pupils being given opportunities to work with pupils with similar cognitive ability, pupils who have developed a good age-appropriate level of English and pupils who speak the same language in the group.
- xi. Using a range of resources like talk frames, paired activities, writing frames, sentence structure prompts, mind map, bilingual dictionaries, peer support, differentiated activities, key word lists, displays.
- xii. Using home or first language where appropriate and if possible.

Curriculum provision for more able pupils

More able pupils are identified through the use of baseline tests and departmental identification. This applies to not only academic subjects but music, art, design, computing, drama or sport. The wider staff team are informed of the pupil's abilities, enabling the preparation of work which will sufficiently challenge and extend the pupil within and beyond the classroom.

Careers

At Peponi House, the aim of Careers education is to equip pupils with the skills they need to make choices as well as providing opportunities for pupils to gain an appreciation of the careers and interests of those adults in our community. This is developed through a programme which is delivered in an impartial manner including through the use of external speakers visiting the school from local and international organisations and form time discussions. We at all times encourage pupils to fulfil their own potential.

PSHE: Personal, Social, Health and Economic Education

Personal, Social, Health and Economic (PSHE) education is the School's planned provision through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future and this includes the delivery of the schools Relationships, Sex Education.

PSHE reflects the school's core aim to offer forward-looking preparation for success and happiness in a rapidly changing world, as a School of Many Nations,, a Family of One we pay particular regard to respect for differences.

It helps children and young people to stay healthy and safe while preparing them to make the most of life and work. The PSHE curriculum is overseen by the Deputy Head Pastoral and delivered by form tutors during weekly PSHE lessons and, where needed, further form time sessions.

There are six themes which are covered in each half-term: Being Me in My World, Celebrating Difference, Dreams & Goals, Healthy Me, Relationships, Changing Me.

Our PSHE programme effectively complements the School's pastoral provision and academic curriculum and contributes to the fulfilment of the School's ethos of providing pupils with a genuinely holistic education. An effective school ethos requires effective and respectful relationships between all members of the school community, and for school policies to be compatible with what is taught in PSHE education. Where suitable, we offer PSHE in gender-based groups. We also invite guest speakers and former pupils to share their knowledge and experiences with pupils on relevant topics.

Preparing for beyond

Children are prepared for the Common Entrance Exam for entry into independent senior schools (mostly in Kenya and the U.K.) and for senior school scholarships. Where pupils are to take the ISEB Pre-Tests, guidance for preparation is offered.

Every year, a proportion of Year 8 pupils prepare for scholarship applications to senior schools in Kenya and the UK. In preparation for a scholarship, relevant pupils in Year 7 are stretched and challenged academically with specific scholarships in mind, from term 3. During the first term of Year 8, pupils will be given extra preparation to enable them to be ready for scholarship exams.

Tablets and the use of technology

Peponi House pupils have access to banks for iPads, as well as two computing suites with desktops. ICT skills are integrated in mainstream lessons wherever applicable, and are also taught as a component of the computing lessons. It is expected that pupils are exposed to learning through the iPads across the majority of subjects in all Year groups. The tablets are used to enhance learning and to aid independent learning strategies.

Organisation of the curriculum:

Key Stage 1 and Juniors (Years 1 to 4)

Our dedicated and enthusiastic teaching staff are committed to creating an atmosphere in which every child develops their unique range of abilities. We have high expectations of all of our children and deliver interactive lessons in all subjects to engage all pupils in their learning.

The Junior journey is enhanced with exciting and insightful trips where children are able to reinforce their understanding of topics and put valuable skills into practice.

We pay particular attention to the teaching and learning of English and Maths. We have two extremely well-stocked libraries, for Juniors and Seniors, providing the children with a huge breadth of reading material. This enables us to support the children as they develop from emerging to confident, free readers. Innovative creative writing, and laying the foundations of strong English comprehension skills are at the basis of our literacy. While in Maths, we have introduced a new and more demanding curriculum, raising our expectations of what the children should be able to achieve by the time they join the Senior Department.

Seniors (Years 5 to 8)

Year 5 is a transition year during which the children are taught English and Humanities by their form teacher, whilst exposed to specialist teachers for the rest of the curriculum. From Year 6 onwards, all subjects are taught by subject specialists.

All pupils take Kiswahili throughout their time at Peponi House. In Year 5, they do a term of each of Spanish, French and Latin. All four languages are then explored at a deeper level in Years 6 to 8.

All pupils are prepared for the I.S.E.B Common Entrance Examinations taken in Year 8. These demanding papers are taken in English, Maths, Biology, Physics, Chemistry and Latin, Non I.S.E.B exams are taken in History, Geography and Modern Foreign Languages.

Overview of subjects

Please see the document 2b Curriculum Plan for weekly lesson allocations of the below subjects and learning activities.

Years	Subjects	Extras
6, 7 and 8	English, maths, science (biology, chemistry, physics), two languages from Kiswahili, Latin, French and Spanish, history, geography, R.S., art, design technology, computing, music, drama, P.S.H.E., P.E., games, swimming and activities Maths is set. <i>From Year 7 English (including Library), history and geography are set.</i>	Orchestra, Senior Choir and optional activities
5 (Mixed Ability)	English, maths, science, Kiswahili, a term each of Spanish, Latin and French, humanities, R.S., art, design technology, computing, music, drama, P.S.H.E., P.E., games, swimming, higher order thinking skills (HOTS) and activities <i>In Year 5 maths classes are in mixed ability sets</i>	Senior Choir and optional activities

1, 2, 3 and 4 (Mixed Ability)	English, maths, science, Kiswahili, International Studies, humanities, R.S., art, design technology, computing, music, drama, circle time (P.S.H.E.), P.E., games, swimming, and activities <i>(Year 1 do not do International Studies)</i>	Junior Choir and optional activities
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Timetable and subject allocation

Years 1-2

The teaching timetable is a 35-lesson week with additional 30 minute daily form time. Each period is 45 minutes long.

Years 3-4

The teaching timetable is a 40-lesson week, with additional 15 minute daily form time. Each period is 45 minutes long.

Years 5-8

The teaching timetable is a 40 x 45 minutes and 5 x 30 minutes per week for the Senior Department.