



# **Milbourne Lodge School**

## **Curriculum Policy**

September 2016

Academic study forms the core of the education process and at Milbourne Lodge we encourage every child to fulfil their potential. We aim to make every lesson as challenging and exciting as possible, and encourage our children to think, to question and to discuss. The classroom atmosphere is designed to be friendly and stimulating, so that every pupil feels valued and able to contribute. Every child is encouraged to give of their best, irrespective of ability. A main purpose is to offer praise and encouragement wherever possible and, consequently, to enhance confidence and self-belief. Prizes and certificates are issued at the end of term to reward effort and progress across a range of extra-curricular activities, allowing children of all academic abilities and talents to be recognised. Our reporting system to parents- involving Assessment grades, end of term reports and parents' evenings- is explained in greater detail in due course. All pupils have the opportunity to participate in a wide range of extra -curricular activities and trips linked to our curriculum offering.

The senior part of the school is organised into year groups as follows:

<i>NC</i>	<i>Higher Stream</i>	<i>Lower Stream</i>
Y3	Form 1S (parallel)	Form 1R (parallel)
Y4	Form 2S	Form2H
Y5	Form 3A	Form 3B
Y6	Form 4A	Form 4B
Y7	L6 A	L6B
Y8	Upper 6 (1 group currently)	Setting for individual subjects

Classes are taught by subject specialists from Y5; beforehand, there is a mixture of class-based teaching with some subject specialist teachers.

Entry to year 3 is through an assessment test but this year group has 2 parallel classes. Pupils are initially streamed in year 3(year 5N/C) in accordance with their performance in formative and summative assessments and objective tests. There is considerable scope for movement between the two streams dependent on the progress that each individual makes. Both streams complete the same syllabus in Y4-6, although the higher stream, by virtue of its nature, may complete more work in more depth. Considerable, but not exclusive, emphasis is

placed on the important pre-tests that take place during Y6 and the curriculum provision has been changed to reflect this in English and Maths with the focus also on Verbal and Non Verbal Reasoning. The breadth of the curriculum is still maintained. In addition to the challenging and stimulating syllabus, pupils will be schooled in exam technique, verbal and non verbal reasoning both online and offline and interview practice. It is anticipated that the streams will be 'firmed up' on commencement of Y7 depending on the size and nature of the pupils in the upper school – this is significant because the streams will then concentrate on Common Entrance or Scholarship syllabus respectively according to performance and choice of schools.,

Common Entrance and Scholarship subjects include *English, Maths, Science, French, History, Geography, RS Latin and Greek (by all the A stream scholarship pupils) From September 2016 Spanish Drama and Critical Thinking also forms part of the provision. Depending on target schools pupils make subject choices for scholarship.*

*CE candidates sit a whole range of subjects.*

In addition, pupils have timetabled lessons in ICT, Art and Games. All pupils have a session of Games every day. There is formal provision for PSHEE in form period PSHEE is also reinforced through other subjects, special projects, outside speakers and assemblies as part of our cross-curricular links.

Pupils also have specific SRE lessons appropriate to their age range.

<b>DATE OF REVIEW:</b> 14/8/2013	<b>REVIEWED BY:</b> Judy Waite	<b>COMMENTS:</b>
<b>DATE OF REVIEW:</b> 23/9/14	<b>REVIEWED BY:</b> Judy Waite	<b>COMMENTS:</b>
<b>DATE OF REVIEW:</b> 8/10/15	<b>REVIEWED BY:</b> Judy Waite:	<b>COMMENTS:</b>
<b>DATE OF REVIEW:</b> 16/8/16	<b>REVIEWED BY:</b> Judy Waite	<b>COMMENTS:</b>

**Date of next review: September 2017**