



SHEBBEAR COLLEGE

CURRICULUM POLICY – PREP SCHOOL

This policy is applicable to all pupils in the Preparatory School, including those in EYFS, Pre-Prep and Prep School (Early Years Foundation Stage, Years 1 - 6)

Reviewed and updated: 17th January 2023 by Matthew Foale
Reviewed by SLT: January 2024
Next Review: January 2025

Policy Review at Shebbear College

The SLT acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. The SLT and Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

Introduction

Through our curriculum at Shebbear College Preparatory School, and through our range of additional extra-curricular activities, we aim to cover all aspects of learning:

- linguistic
- mathematical
- scientific
- technological
- human and social
- physical
- aesthetic
- creative

Our curriculum is designed to reflect the aims of the College as stated in the Mission statement and to help all pupils develop their gifts and talents, supporting their needs and aspirations. Our curriculum fosters intellectual curiosity as well as academic achievement and motivates all pupils to attain their full potential. It also promotes respect for others and an awareness of the importance of tolerance, empathy and cooperation. Integral to the Prep School Curriculum, is a recognition of British values – helping our pupils to develop the necessary values, skills and behaviours they will need for life.

Aims

a. To provide a curriculum which:

- Allows pupils to acquire speaking, listening, literacy and numeracy skills
- Promotes a positive attitude towards learning, which develops pupils' confidence and self esteem
- Is compatible with the requirements of the National Curriculum at EYFS, KS1 and KS2, but is enhanced by additional opportunities through subject specialist teaching, access to specialist resources and a commitment to 'first hand' learning experiences.
- Meets and exceeds the basic academic standards required by the end of KS2
- Is broad and balanced – covering all the areas of learning
- Facilitates smooth transition between each Key Stage, including the move from KS2 to KS3.
- Enables all pupils to learn and make accelerated progress
- Provides a programme of activities appropriate to the needs and interests of pupils
- Is inclusive of all pupils, including those who have learning difficulties or disabilities
- Promotes the spiritual, moral, cultural, mental and physical development of all pupils
- Promotes and develops the principle of equality of opportunity
- Promotes the Christian ethos of our Methodist Foundation School as well as encouraging a self-awareness of spiritual development
- Enables pupils to become positive citizens in British society, respecting and accepting of other's differences and learning right from wrong
- Provides Personal, Social, Health and Economic Education, which reflects the College's clear aims and ethos, as well as encouraging respect for other people and the fundamental British values taught throughout the College.

b. We are committed to developing a learning environment which is:

- Safe and happy
- Caring and respectful
- Exciting, challenging and enjoyable

- Full of valuable and exciting opportunities, both in and out of the classroom
- c. We are dedicated to pursuing excellence through:
- Detailed planning and assessment
 - A stimulating and well-resourced environment
 - Enthusiastic and dedicated staff
 - High expectations for all pupils
 - Raising pupil's self-esteem
 - Developing respect and empathy for others
- d. We aim to deliver an exciting and relevant curriculum through:
- Excellent and enthusiastic teaching
 - Innovation and change
 - Providing opportunities to broaden creativity and self-worth
 - Celebrating achievements with each member of our school community, every step of the way.
 - Enjoying every exciting educational experience

Effective learning

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Pupils thrive in the lessons, where they enjoy learning and being challenged, and feel that they will succeed.

All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils the 'big picture' of the lesson.
- The teacher should explain the learning objectives, and why the lesson is important.
- The lesson should be presented in a range of styles.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the children to review what has been learnt.
- It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies.
- The teaching should indicate targets the children should be addressing. These must be realistic and attainable.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving.
- Internet / library research.
- Independent work, pair work, group work, whole class work.
- Asking and answering questions.
- Use of ICT.
- Visits to places of educational interest.
- Creative activities.
- Watching television / media clips and responding to musical or tape-recorded material.
- Debates, role-plays and oral presentations.
- Designing and making things.
- Participation in physical activity.
- Participation in musical performances.

Safeguarding in the Curriculum

Safeguarding is a vital part of the curriculum. Teaching children about all aspects of keeping safe including keeping cyber safe is covered in the curriculum through our PHSE programme. We also use assembly time, special visits, events and tutor time to reinforce many of the main issues including anti-bullying, staying safe online and relationships.

Organisation and deployment of staff

In the EYFS and Prep School, the pupils are organised into the following classes, each with their own class teacher:

EYFS – Reception

KS1 – Years 1 and 2 (Prep 1 and 2)

KS2 - Year 3, Year 4, Year 5 , Year 6 (Prep 3, 4, 5 and 6)

The Foundation Stage

The seven areas of learning and development shapes the educational programmes in the Early Years setting. The school aims to develop each child's communication and language; physical development, PSHE development whilst also strengthening literacy, maths, their understanding of the world and expressive arts and design.

Our curriculum planning focuses on the Early Learning Goals developing young children's skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play, and by engaging in well organised activities. As far as possible the setting operates a 'planning in the moment' model and seeks to follow the pupils' areas of interest.

During the children's first term in the Reception Class, their teacher makes a baseline assessment to record the skills of each child on entry to this point in the school. This assessment forms an important part of the target setting future curriculum planning for each child. It is also used to measure progress throughout the first year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Where the school has any concerns about the child's progress, we will discuss with the parents and agree how to support the child. Where the school has concerns that a child may have SEN and/or disabilities, the school will discuss with parents and other professionals (where appropriate) to develop a targeted plan of support.

Outdoor learning in the Early Years

The outdoors plays a vital role in the delivery of the Early Years curriculum. The EYFS children have access to outdoor learning opportunities. The use of our grounds is a learning opportunity, which inspires children to develop confidence and take measured risks in a child friendly and stimulating environment. The experiences offered by this are underpinned by the EYFS areas of learning and make a significant contribution to the children's progress towards the Early Learning Goals.

All children at **KS1 and KS2** are taught:

- Literacy

- Numeracy
- Science
- Geography
- History
- ICT/Design Technology
- Music
- Art/Woodwork
- Physical Education, Games, Swimming
- Religious Education
- PSHE/Lifeskills
- French
- A wide range of extra-curricular Activities

In Years 1 and 2, the class teacher provides the majority of the teaching, normally with specialist help for PE, Music and French. In Years 3 – 5 there is a wider range of specialist teachers covering Music, Science, PE, French and some Art. The pupils in Year 6 are taught by specialist teachers for more subjects, in preparation for their move to the Senior School.

In addition to the extra-curricular activities, pupils in every year-group have many opportunities to be involved in visits outside of school, to places of educational interest.

Consideration is given to how the curriculum is covered and teaching styles. Class teachers are supported in a number of ways to teach the curriculum such as:

- Subscriptions to on-line resources
- Specialist teachers for certain subjects
- Flexibility of timetabling
- Use of strengths and expertise in key areas of the curriculum
- The support of TAs in EYFS, KS1 and KS2
- The work and support of our Learning Support (ASLAN – Academic Support: Literacy and Numeracy) Co-ordinator.

Planning

In the EYFS, the areas of learning and development are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children in the EYFS learn by playing and exploring, being active, and through critical thinking which takes place both indoors and outside. Through daily observations the seven areas of learning are planned around the interests shown by the children, in a fun, imaginative and informative way by the Head of the EYFS.

In our EYFS setting, the programme of activities is appropriate to those children's needs in relation to personal, social, emotional and physical development, as well as communication and language skills.

Long term plans for each Key Stage indicate the topics to be taught in each term and to which groups of children – these are reviewed on an annual basis.

In the medium-term plans, there is guidance on the objectives, success criteria and teaching strategies that are used when teaching each topic, including suggested resources, activities, ways to differentiate and cross-curricular links. The National Curriculum is often used as a basis for the long- and medium-term plans for KS1 and KS2.

Short-term planning, which is written on a weekly or daily basis, is used to set out the learning intentions for each session, to suggest the success criteria against which these objectives are judged to be met, and to identify the actual resources and activities that are going to be used in the lesson. This includes differentiation to meet individual needs and the deployment of support staff.

There are subject policies which reflect the values and philosophy of the Prep School in relation to the teaching and learning of each subject. They give a framework to which all staff, teaching and non-teaching, work, and they give guidance on planning, teaching and assessment.

Resources

- Resources are class based and also shared between classes.
- Expendable resources are kept in a central area
- Orders are made in consultation with the Head of the Prep School
- Resources are monitored and restocked by the Head of the Prep School

Children with Special Educational Needs and Disabilities

The curriculum is designed to provide access and opportunity for all children who attend the Prep School. Those pupils identified with special learning needs - Specific learning difficulties and disabilities, English as an Additional Language or who are especially able/talented – are supported primarily through differentiation within the class setting. This may mean they are supported in the classroom by Teaching Assistants, our Additional Learning Needs (ASLAN) teacher or withdrawn in small groups, as well as by teachers differentiating resources or activities. The Additional Learning Needs (ASLAN) teacher is responsible for any pupils who have Educational Health and Care Plans.

Pupils on our Learning Support Register have Individual Education Plans which identify areas and targets upon which to focus, and meetings are held to discuss these needs with parents. If deemed necessary and with the support of parents, pupils may be referred to an Educational Psychologist to assess their particular needs.

Most Able and Talented Pupils

We identify our most able and talented pupils in the Prep School and as far as possible provide a programme for them to help develop their talents. This may be in the area of music where some special weekly lessons have been arranged or sport where our most able pupils are helped to develop their skills. In the classroom we also identify most able pupils and differentiate the work when possible to ensure they are gaining as much from their lesson time as possible. *Please refer to the Academic Enrichment (Most Able Pupils) Policy.*

Homework

Learning at home is an essential part of good education and an important part of the home / school partnership. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

The amount of homework varies according to the academic year. Homework is recorded in homework diaries and parents are encouraged to liaise with school through the homework diary or by notes in the child's exercise book. We are always willing to talk to parents formally or informally about academic or other concerns. *Please refer to the Homework policy.*

Effective teaching

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum schemes of work to guide our teaching. As well as regular formal assessments, we make ongoing assessments of each child's progress, and we use this information when planning our lessons. It enables us to take into account the abilities of all our children. Our prime focus is to develop further the knowledge and skills of all our children, and we strive to ensure that all tasks set are appropriate to each child's level of ability.

We set academic targets for the pupils and encourage the pupils to set their own targets. We review the progress of each child regularly, and reward achieved targets. Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities.

All of our teachers follow the school behaviour policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place. We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays as often as is possible so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We also use displays as learning prompts for the children.

All of our teachers reflect on their strengths and weaknesses through observations and appraisal and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. *Please refer to the Teaching and Learning policy.*

Expectations

We have high expectations of the pupils, and the parents have high expectations of the staff. We will endeavour to help the pupils meet these expectations and encourage each other to do likewise.

Monitoring and Review

The Head of the Prep School is responsible for the overall planning and organisation of the curriculum, and it is reviewed regularly.

A broad and balanced curriculum which shows continuity and progression is essential and this is achieved by:

- Medium Term Plans ensuring continuity
- School policies being reviewed on a regular basis
- Children's work being sampled, monitored and linked to plans
- Planning documentation being reviewed and checked
- Whole school development planning and improvement planning.
- Head of the Prep School observing lessons