



# St Edward's

## PREPARATORY SCHOOL

### Curriculum Policy

#### Schedule for Development / Monitoring / Review

Author:	Head of Prep School
Approved:	Autumn Term 2021
The implementation of this policy will be monitored & approved by:	Education Committee
Review Date:	Autumn Term 2022
Should serious incidents take place, the following person/s should be informed:	Head Deputy Head Head of Pre-Prep Kindergarten Manager
THIS POLICY APPLIES TO THE PREPARATORY SCHOOL INCLUDING EYFS	

#### Curriculum Policy

The curriculum is continually evolving and is constantly being reviewed and updated in response to developments in the educational world, the needs of our pupils and changes within the school. This document which will be reviewed annually sets out the curricular aims and current practice employed to achieve these.

#### Aims:

1. St Edward's Prep School is committed to providing pupils with a curriculum that is broad, challenging and differentiated to suit the needs of all pupils and includes linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. This includes those with all aptitudes and additional needs, with or without an Education, Health and Care plan (EHCP). Our curriculum is designed so that all pupils can learn and make excellent progress given their baseline.

2. We aim to ensure all pupils have equal access to the curriculum regardless of gender, ethnic or national origin, colour, religion, belief (including lack of religion and belief) and physical mobility or special educational need.
3. We provide a rich and stimulating environment where pupils feel confident, have a love of learning and aim to achieve high standards
4. We provide pupils with a curriculum for the 21<sup>st</sup> century where we foster independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their practical and problem-solving skills. We encourage pupils to discuss, reflect and evaluate their learning experiences.
5. We provide effective preparation for the opportunities, responsibilities and experiences of life in British society, including the values of democracy, the rule of law, individual liberty and acceptance of those with different faiths and beliefs. There is a rich provision of classroom and extra-curricular activities that develop character attributes, such as leadership and resilience.
6. We deliver personal, social, health, emotional and economic education, reflecting the School's Catholic Christian ethos, encouraging respect for other people, having regard for the protected characteristics set out in the 2010 Education Act.
7. We provide a programme of activities for pupils in the early years (EYFS) which is appropriate to their educational needs in relation to their personal, social, emotional and physical development and language skills.
8. We aim to ensure that pupils can function as adult citizens in the future through inviting a range of visiting speakers into school, making visits to the local community and further afield and having all pupils being actively involved in charitable activities.

## **Teaching**

Teaching at St Edward's Preparatory School is characterised by:

1. Pupils being enabled to acquire new knowledge and make excellent progress according to their starting points, so that they increase their understanding and develop age and stage appropriate skills in subjects taught.
2. Fostering in pupils the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
3. Well planned lessons and effective teaching methods, activities and management of class time.
4. A thorough understanding of the aptitudes, needs and prior attainments of the pupils, ensuring that these are taken into account in the planning and delivery of lessons.
5. A demonstration of excellent knowledge and understanding of the subject matter being taught.
6. Effectively utilising classroom resources of an excellent quality, quantity and range.

7. Using our assessment framework (Classroom Monitor) to assess pupils' work regularly and thoroughly and using information from the assessment to plan teaching so that pupils from all groups can progress equally and consistently.
8. Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly.
9. Promoting the British values of democracy, the rule of law and mutual respect and acceptance of those with different faiths/beliefs and none.
10. Not discriminating against pupils, contrary to Part 6 of the Equality Act 2010. The school is proactive in establishing a culture of equality in which pupils with protected characteristics do not experience unlawful discrimination. This includes indirect as well as direct discrimination.
11. Treating pupils with dignity, building relationships rooted in mutual respect.
12. Having regard for the need to safeguard pupils' well-being.
13. Being proactive in removing a culture which is hostile to those with protected characteristics and being proactive in responding to bullying of pupils with protected characteristics.
14. Inclusive teaching practices and ensuring that adjustments are made to procedures and policies to ensure that pupils with disabilities are not put at a disadvantage.
15. A curriculum which allows pupils to learn about the achievements of other cultures, including those outside Europe.
16. Ensuring that pupils do not form a negative or restrictive view of the opposite sex, or those with other protected characteristics such as race.

### **COVID- 19**

1. Where pupils have missed areas of the curriculum during the COVID period, the school will make adjustments based on assessment of pupils' learning and progress with a view to addressing gaps in knowledge and skills.
2. The school has a contingency plan in place to deliver comprehensive remote education to pupils who need to self-isolate or if there was a temporary school closure.

### **Subjects and lesson allocation**

#### **EYFS**

There are seven areas of learning and development. All areas are important and inter-connected.

The three prime areas are:

- communication and language.
- physical development.
- personal, social and emotional development.

There are four specific areas, through which the three prime areas are strengthened and applied:

- literacy.
- Mathematics.
- understanding the world.
- expressive arts and design.

The IPC (International Primary Curriculum) is used to support topics alongside the EYFS in Reception and Pre-School

### Outdoor Learning

The outdoor curriculum is embedded through Forest School sessions, with Pre-School and Reception children.

### Year 1 and 2

The curriculum in Year 1 is designed to progress smoothly from the EYFS. It extends the children academically whilst encouraging independent learning.

The following subjects are taught in Years 1 and 2:

English	Art	Design and Technology
Mathematics	Physical Education	Geography
Science	Computing	History
French	Music	Drama
Religious Education	Personal, Social and Health Education	Forest School

### Y3 - Y6 Number of lessons

Yr	Eng	Maths	Sci	IT	MFL	RE	Art	Tech	Games	PE	Drama/ Music	PSHE	Hist/ Geog
3	7	7	2	1	1	1	2	1	1	1.5	2	0.5	1
4	7	7	2	1	1	1	2	1	1	1.5	2	0.5	1
5	7	7	2	1	1	1	2	1	2	1.5	2	0.5	1
6	6	7	2	1	1	1	2	1	3	1.5	2	0.5	1

Morning lessons have a duration of 50 minutes. Afternoon lessons have a duration of 60 minutes.

## **Curriculum Co-ordination**

The Deputy Head and Head of Pre-Prep are responsible to the Headmaster for the academic life of the School. Each Head of Subject has the responsibility of coordinating and managing the subject, monitoring good teaching practice and, through consultation with colleagues, producing a scheme of work.

## **Ability Grouping**

Pupils are ability grouped for Maths from Year 3 onwards and English from Year 4 onwards. In Maths they are grouped using the CEM InCAS online digital tests, cognitive ability tests and teacher assessment. These same tests are used to update groups when pupils move into Year 5. These same setting tools are also used to make changes to grouping during Years 5 and 6. Pupils are ability grouped for Science in Years 5 and 6 using data from regular topic tests along with teacher assessment and reference to the pupils' English and Maths ability. The progress of children within each group is closely monitored with transition between groups being carried out where appropriate.

## **Homework**

Homework is part of the broad, balanced education offered at St. Edward's. Homework is designed to enrich and develop a child's learning, reinforcing work covered in the classroom. In the Prep Department homework is set using the VLE where possible.

In Reception, homework will be in the form of sounds reinforcement and reading.

In Year 1 the children will be asked to read from their individual or guided reading books. They also take home spellings once a week for a short quiz.

Year 2 children will have homework in the form of reading from individual and guided reading books as well as English (spellings), Maths or topic work. Sometimes this is in the form of research. Reading books are taken home most days. Any other homework is usually taken home on Fridays to be returned the following week.

Homework in the Prep Department encourages pupils to foster healthy study habits, standing them in good stead for their secondary education. Homework should:

1. Initiate good study habits.
2. Reinforce what has been happening in class and be appropriate to short and medium term plans.
3. Be suitable for the pupils' ability.

In the Prep Department, Maths and English homework is handed in the day after being set. In addition, the VLE is a homework grid where pupils are able to choose homework from a range of

subjects including Science, Humanities, Computing, Music/Drama, Technology, MFL, PSHE and Art. This homework is handed in over a longer time frame.

### **Extra-Curricular Activities**

The School places great value in pupil participation in extra-curricular activities with activities taking place both at lunchtime and after-school. Extra-curricular activities aim to develop the pupils' confidence, skills and interests. After-school clubs also enrich the pupils' educational experience and are co-ordinated by the Deputy Head.

### **Field Trips/Visitors to School**

We aim to provide pupils with a wealth of first-hand experiences and we place a strong emphasis on educational visits, visitors to the School and residential trips

### **Year Group Educational Visits and Residential Trips**

Reception	Farm visit, Cotswold Wildlife Park, Science and Literature Festivals
Year 1	Bristol Zoo, Cotswold Farm Park, Science and Literature Festivals
Year 2	Westonbirt, Slimbridge, Science and Literature Festivals
Year 3	Cadbury World, Roald Dahl Museum, Three Counties Show, Science and Literature Festivals
Year 4	River study, Residential trip to Manor Adventure, Science and Literature Festivals
Year 5	John Moore Museum, Residential trip to PGL, Science and Literature Festivals
Year 6	Black Country Museum, Evacuee Day, Residential trip to France, Science and Literature Festivals

### **Assessment, Recording and Reporting Progress**

We believe that formative and summative assessment are essential to:

- allow staff to monitor the progress of individual pupils
- help staff to evaluate the provision they make and to plan effectively and differentiate work accordingly
- compare pupils' work with national standards.
- identify pupils' needs of learning and for learning.
- track pupil progress across time
- assist in reporting to parents.

## Annual Assessment Timetable

Year Group	Autumn Term	Spring Term	Summer Term
Nursery	EYFS Progress Check at 2 years		
Reception	Baseline Assessment CEM Ongoing EYFS observational assessment	Ongoing EYFS observational assessment	Ongoing EYFS observational assessment EYFS Foundation Stage Profiles
Year 1 - 6	NGRT, BSTS CATs	InCAS	NGRT, BSTS

### Key to abbreviations:

NGRT: New Group Reading Test

BSTS: British Spelling Test

CAT: Cognitive Ability Test

InCAS

## Annual Reporting Timetable

Year Group	Autumn Term	Spring Term	Summer Term
Pre-School	Written reports.	Written reports.	Written reports. Parents' Evening.
Reception	Pastoral Parents' Evening. Written report.	Parents' Evening. Written report.	EYFS Profile. Parents' Evening. Written reports.
Year 1 - 6	Pastoral Parents' Evening. Written report.	Parents' Evening. Effort and Achievement Grades.	Written reports.

## Individual Learning Support

Every effort is made to meet the particular needs of all children. The SENCO will draw up a programme of support for children with Individual Needs. In the classrooms, there is a team of teaching assistants to give assistance. Where a pupil has an ECHP, education will be provided which fulfils its requirements. One to one sessions are available with a charge for pupils with Individual Needs. These are provided by the SENCO.

Children of above average ability will receive a differentiated curriculum that is relevant to their needs (see ALPHA Policy).

## **PSHE**

PSHE plays an important part in the development of pupils. PSHE lessons are allocated a specific time slot on the school timetable, but we recognise that this is a cross-curricular subject which affects all aspects of a pupil's development in school. Lessons aim to encourage respect for others with particular regard to the protected characteristics under the Equality Act 2010 which are: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In addition to timetabled lessons, many aspects of the PSHE curriculum are covered by the regular assembly programme. As part of the PSHE Programme, Relationships and Sex Education is provided to Year 5 and Year 6 pupils.

In the EYFS, PSED is divided into three areas: managing feelings, self-confidence and building relationships.

All three areas are an essential component in the children's learning and development.

## **British Values**

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and acceptance of those with different faiths and beliefs.

The school ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understanding how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Foster acceptance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

## **Curriculum Liaison**

### **Pre-School to Reception**

Meetings are held weekly to share best practice and to aid transition.

### **Pre-Prep to Prep Liaison**

Regular meetings take place between Year 2 and Year 3 teachers to ensure continuity across phases.

### **Preparatory to Senior Liaison**

Regular meetings are conducted between Heads of Subject and Senior School Heads of Department to ensure a smooth transmission between schools.

### **Specialist Teachers**

Specialist teaching is introduced to the school from Year 3 in Art, PE, Games, MFL, Computing, Drama and Music.

### **Equal Opportunities**

The school is committed to equal opportunities, in respect to gender, religion or belief, ethnic origin, disability or sexual orientation. Positive measures are taken to combat prejudice and discrimination of any form, including a pupil's value as a person, their human rights and their expectations for adult life on account of their sex. All pupils are given full access to the school academic curriculum and the school's wider curriculum. The school is aware of recent legislation concerning those with disabilities and ensures that statutory obligations are met.

### **Outdoor Learning**

The outdoor facilities provide a rich learning environment that helps to consolidate and extend all curriculum topics covered in the classroom. Forest School is delivered to pupils throughout the Pre-Prep.

### **Practical Learning**

The school encourages practical learning where appropriate. This is facilitated by use of the school grounds and the specific subject classrooms including the laboratory, computing room, art room, technology room and music room.

### **Computing**

Pupils from Reception to Year 6 receive a weekly practical computing lesson in the computing room. Classroom studies are also supported through the use of iPads.

### **Physical Education**

Pupils from Pre-School to Year 6 receive a significant amount of physical education. This includes regular access to the outdoors, swimming, gymnastics and various field sports. Years 3-6 also take part in sporting fixtures with other local schools.

### **Religious Education**

At St Edward's Religious Education instils a deeper knowledge and understanding of the Christian religion, especially the Catholic life of our School, and of other world religions.

## **Health and Safety**

It is the responsibility of all staff to be aware of possible health and safety issues in relation to the different subject areas they teach. As far as possible, they should eliminate foreseeable safety issues in various environments and with different types of equipment. It is important that pupils develop positive attitudes to the safety of themselves, others, equipment and apparatus and an ethos is formed where a respect for the environment is created. Any specific issues relating to health and safety should be brought to the attention of the Deputy Head. The Deputy Head, in consultation with the relevant teachers, will carry out risk assessments for every classroom, specialist room and certain activities whenever it is considered necessary and on an annual and on-going basis. See St Edward's Preparatory School Health and Safety Policy. See individual subject policies and Risk Assessments.

## **Safeguarding**

Child protection refers to those laws, policies and procedures that are in place to protect children from abuse. The school has a statutory responsibility to monitor pupils for signs of abuse and report concerns to Social Care. The school has systems for monitoring abuse of children and procedures for responding to any disclosures of abuse by children. See Safeguarding Policy including Keeping Children Safe in Education (KCSIE September 2021) updates.. Children with special educational needs and disabilities can face additional safeguarding challenges. As a school, we are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

## **Reference to other policies**

This policy should be read in conjunction with the following policies:

- PSHE Policy
- Safeguarding Policy
- Behaviour, Rewards and Sanctions Policy
- Anti-Bullying Policy
- eSafety Policy
- Health and Safety Policy
- Individual subject policies
- ALPHA (Gifted and Talented) Policy
- Individual Learning Policy
- RSE Policy
- Well-Being Policy