



Shebbear College

Preparatory 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)

Curriculum Policy

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:
 - 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 society, respecting and accepting of other's differences and learning right from wrong
- b. We are committed to developing a learning environment which is:
- Safe and happy
 - Caring and respectful
 - Exciting and challenging
 - Full of valuable and exciting opportunities
- 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

Organisation and deployment of staff

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

EYFS – Pre Prep 1

KS1 – Years 1 and 2 – Pre Prep 2

KS2:

Year 3 – Prep 3

Year 4 – Prep 4

Year 5 – Prep 5

Year 6 – currently in two groups 6F and 6C, with setting for English and Maths – Prep 6

All children at KS1 and KS2 are taught:

- Literacy
- Numeracy
- Science
- Design & Technology
- Geography
- History
- ICT
- Music
- Art
- Physical Education, Games
- Religious Education
- PSHEC
- French
- Spanish
- Activities

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

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

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.

At KS1 and KS2 all children are taught:

- Literacy

- Numeracy
- Science
- Design & Technology
- Geography
- History
- ICT
- Music
- Art
- Physical Education, Games
- Religious Education
- PSHEC
- French/Spanish
- Activities

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 Academic Administrator and the Head of the Prep School
- Resources are monitored and restocked by the Academic Administrator

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 Learning Support teacher or withdrawn in small groups, as well as by teachers differentiating resources or activities. The Learning Support teacher is responsible for any pupils who have Educational Health Plans (previously Special Educational Needs statements).

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.

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:

- Head of the Prep School observing lessons
- 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

Review of this document

- This document should be shared with all Prep School staff and reviewed annually by the Head of the Prep School
- Reviewed: By SMT - February 2016
- Reviewed: By Governing Body – 9th November 2017
- Next Review Date: By Governing Body – November 2018