



## **CURRICULUM POLICY (PREP SCHOOL)**

(See also Special Educational Needs)

### **INTRODUCTION**

1. The heart of Prep School education is expressed in one word, preparatory. The curriculum at Battle Abbey Prep School is fashioned to prepare children for the next phases of their lives, for the demands of a more specialised senior education and, in the longer term, to be able to meet the challenges of the workplace and to take their place in society. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.
2. Our School's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's education. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
3. We seek the highest standards of attainment for all our children. We are committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning. We also value the breadth of the curriculum that we provide. The breadth and balance in the curriculum give pupils an opportunity to get excited about the lessons they have each day. It has a real, hands-on feel where children participate and are not just spectators. We aim to foster creativity in our children, and to help them become independent learners. Activity and investigation enable pupils to learn to think for themselves and to solve problems. We hope that they can begin to see that failure and getting it wrong are just as important as getting it right. Pupils' progress is monitored from an early age to ensure that potential is fulfilled and any difficulties are identified as early as possible. Above all we believe in making learning fun.

### **VALUES**

4. Our school curriculum is underpinned by the values that we hold dear at our School. The curriculum is the means by which the School achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. These are the main values of our School, upon which we have based our curriculum:
  - We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
  - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
  - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community. Links with our community are fostered within the curriculum; e.g. a fire service visit, use of the local museum and visiting a church.

- We value the rights enjoyed by each person in society. We respect each child in our School for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.
- We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and are positively encouraged to become involved; from using our online curriculum resources to support learning, to providing match teas for sporting fixtures.

## **AIMS**

5. The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to School, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology/computing (IT);
- to provide an education which fulfils the requirements of all pupils, including those with an EHC plan;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to help children be aware of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- to prepare children for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being;
- to enable children to be positive citizens in society and to feel that they can make a difference;
- to enable children to understand and respect other cultures;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- to enable children to be passionate about what they believe in and to develop their own thinking;
- to enable children to ask questions and take risks; and
- to enable children to develop their intellect including their emotional development.

## **ORGANISATION AND PLANNING**

6. We plan our curriculum in three phases. We agree a long-term plan for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we use the National Curriculum as a starting point for a wide and varied learning experience for our children, we base our medium-term planning from the Guidance Documents and National Schemes of Work. The curriculum

aims to marry together the strengths of the National Curriculum with the aims and ethos of the school. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

7. In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

8. In Key Stage 2 we teach the foundation subjects separately. Thus each child has the opportunity to experience the full range of National Curriculum subjects.

### **THE CURRICULUM AND INCLUSION**

9. The curriculum in our School is designed to be accessed by all children who attend the School. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents.

10. Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by qualified specialist staff. The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed; and may include such help as group support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with learning difficulties and/or disabilities and those with particular special educational needs.

11. More able and gifted children are provided with opportunities to extend their knowledge and thinking skills through extension work in the classroom or small group activities. We use a range of teaching and learning strategies to extend and support a child's development. Individual children are identified as having particular talents across the curriculum and provision for them to excel is incorporated within the curriculum. We work in partnership with parents to develop individual learning programmes where appropriate. There is an extensive programme of extra-curricular activities where all children can stretch and challenge themselves.

12. Our School does all it can to meet the individual needs of every child. If a child displays signs of having difficulties with their learning, then his/her teacher makes an assessment of this need and refers them to the SENCo for further assessment. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. In some instances parents may be advised that their child would benefit from additional one-to-one support or the involvement of appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs as far as we are able.

13. The School provides a Personalised Plan for each of the children who are on the Special Needs Register. This sets out the nature of the special need, and outlines how the School will aim to address it. The Personalised Plan also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

14. Some children in our School may have certain disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our School. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

## **THE FOUNDATION STAGE**

15. The curriculum that we teach in the Reception class meets the current requirements of the EYFS. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences. Our School fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with our Nursery and other pre-school providers in the area.

16. Each term in the Reception class the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

17. We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing through parental access to the children's online Learning Journey "Tapestry".

## **KEY SKILLS**

18. The following skills have been identified within our curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving.

Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

## **EXTRA CURRICULAR ACTIVITIES**

19. We are committed to developing the whole child. We extend the curriculum through offering an extensive extra-curricular programme of activities, peripatetic music lessons, enrichment days and subject specific workshops.

## **COMMUNICATION WITH PARENTS**

20. Curriculum newsletters are sent out to parents at the start of every term detailing what areas of the curriculum will be taught over the course of that term. Parents are welcome to discuss any areas of the curriculum with the relevant teacher.

## **THE ROLE OF THE SUBJECT LEADER**

21. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the School, and plan for improvement. Each subject leader reviews the curriculum plans for the subject and sees that progression is planned into Schemes of Work.

### **MONITORING AND REVIEW**

22. The Head Teacher is responsible for the day-to-day organisation of the curriculum. The Head Teacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Subject Leaders and the School Leadership Team.

23. Subject leaders monitor the way their subject is taught throughout the School. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

24. This policy will be reviewed every two years, or before if necessary. It will be updated, modified or amended as necessary to ensure the policy meets the needs of Battle Abbey Prep School.