



PRESTFELDE

Curriculum Policy

2019/20

1. Curriculum Principles (INTENT)

- To provide a broad, enriching and balanced curriculum, which builds upon previous knowledge, to ensure continuity and progression.
- To provide spiritual, moral, social and cultural development, taking account of cultural and other differences in the backgrounds of pupils and, where possible, using these to enhance teaching and learning, taking pride in the promotion and teaching of traditional British values.
- To develop pupils' key skills, through the development of their characteristics of learning, aptitudes of communication, application of number, information technology, working with others, evaluating and improving their own learning and performance, problem solving, endeavor and critical thinking.

Curriculum Aims

- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support;
- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Provide a curriculum which considers, supports, and respects the protected characteristics of each child (age, disability, gender, race, religion or belief, sexual orientation).
- Develop individuals with enquiring minds, thinking skills, self-respect, self-discipline and positive attitudes;
- To create an interactive and stimulating learning environment where expectations of the highest possible standards becomes the pupil's aspirations.
- To promote a positive attitude towards learning.
- To provide a balanced, challenging and stimulating curriculum whereby, pupils can acquire, develop and apply a broad range of knowledge, skills and understanding;
- To prepare children for entrance examinations and Scholarships for their chosen schools.
- To enable children to develop high self-esteem and to be able to live and work co-operatively with others.
- To enable children to develop a respect for others and their property.
- To help children to be mentally and physically fit and regard sport, physical exercise and diet as an important part of a healthy and well-balanced lifestyle.
- Develop 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.
- To develop the ability to discuss, reflect on and evaluate learning experiences.
- Develop pupils' independent learning skills and resilience, to equip them for future education
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;

- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework 2017.

3. Roles and responsibilities

3.1 The governing board

The curriculum committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements (EYFS).
- It participates actively in decision-making about the breadth and balance of the curriculum.
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3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, are in place.
- Aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.

- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment are effective in supporting every child's progress.
- The governing board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Deputy Head Academic supported by the heads of schools, is responsible for managing and reviewing

- The quality of teaching.
- The attainment and trajectory for each subject from 3-13 years.
- The time allocated to the teaching in each year group.
- Marking and assessment policy.
- Examinations, internal and external.
- Homework/prep.
- Learning support policy.
- 'Most Able' policy.
- Regular, scheduled planning and review meetings.
- Termly progress meetings

Heads of Department

Head of Little Prestfelde – EYFS + KS1

Head of Middle School – KS2

Head of Department (subject leaders) KS3

Heads of department are responsible for the strategic lead and direction in the subject, to:

- Provide and annually review aims and objectives for the subject. Targets are set for staff, pupils and resources.
- Produce subject documentation including development plans. Subject development plans should be regularly reviewed and evaluated by the subject team and adjusted according to progress and achievement.
- Ensure continuity of learning and development across the whole school.
- Produce and publish on the School Learning platform (Firefly) and the intranet departmental plans and an annual overview. See Firefly Policy expectations.
- Establish resource and budget requirements.

4. Organisation and planning (IMPLEMENTATION)

- EYFS

See separate EYFS Policy

Foundation Stage One and Two within Little Prestfelde follow the statutory guidance set out by the government called the 'Early Years Foundation Stage' (EYFS April 2017)

Within this, we provide learning opportunities throughout our continuous provision and a range of planned focused learning activities to promote the learning and development throughout all areas of the EYFS.

- Personal and social development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and design

Little Prestfelde and Middle School KS1 + 2

There are two parallel classes in each year group, teachers plan collaboratively for the year group and while content and approach may vary slightly, every pupil will have covered the essential work by the end of the year.

Lessons are predominantly taught by class/form tutors, with the exception of PE, games, French, Music and within Middle School, Art and D+T.

In **English** is taught using the Talk-for-Writing strategy. Pupils learn fiction and non-fiction texts, through drama and role play activities, they are taught the features of the genre of writing and grammar through these lessons. There is a weekly spelling lesson and spelling test and weekly guided reading sessions alongside daily individual reading. Pupils will have weekly spelling and reading homework.

Pupils have a daily **Maths** lesson. They are taught key math's skills and lessons are planned to give pupils the opportunity to use and apply these skills. Pupils have weekly math's homework. They are expected to regularly revise times tables and related division facts.

Science, History, and Geography are taught through a topic and skills-based approach following the objectives in the National Curriculum framework 2014.

- Development of children's Cultural Capital is considered through our SMSCD Spiritual, moral, social and cultural development, alongside our RE/RS medium term planning.
- Overview throughout the school which links to the whole school British and Christian values, Christian teachings and Multi-cultural focus.
- PSHCE is a requirement of the school curriculum. PSHE is covered in dedicated syllabus time, is embedded in subject teaching, and may be covered in extra-curricular time.
- Sex and relationship education is taught throughout Prestfelde School following the Shropshire SRE programme.

We make use of objectives from the National Curriculum Key stage 1+2 framework together with the Creative Curriculum milestones for skills development. The curriculum is delivered through a topic-based approach which teaches subjects through a context across the curriculum.

Short, Medium and Long term plans are created with reference to the Prestfelde trajectory of expectation of knowledge and skills for each year group. This is with reference and in response to the tracking and attainment of the individual children. This way of working ensures continuity and progression across the school.

Senior School

School policy is to lay firm foundations in a wide range of academic subjects, but the main emphasis in the pupils' education is on English, Math's and Science, the National Curriculum core subjects. Foundation subjects (Art, Drama, French, Geography, History, Music, PE, Religious Studies and Design Technology, together with Spanish and Latin if possible) are also taught and assessed alongside the core subjects.

Prestfelde's Senior School syllabus is an enrichment of National Curriculum and the Common Entrance syllabus.

To enable our 'Most Able' children we offer a Scholarship programme, where learning is accelerated, enabling children to gain academic awards from their Senior School of choice.

PSHCE is a requirement of the school curriculum. PSHE is covered in dedicated syllabus time, is embedded in subject teaching, and may be covered in extra-curricular time.

The PSHCE co-coordinator will produce a termly topic plan for each year group, with learning objectives, suggested activities and where possible, resources. Year group form tutors should ideally plan PSHCE lessons together, to ensure consistency of provision and equality of access to this subject. The syllabus followed caters for developing effective learners, respecting each other, raising awareness to the global perspective and potential career options as requested in the Career guidance and inspiration for schools (April 2014)

English teaching develops the pupil's communication skills and increases their command of language through speaking, listening, reading and writing. See whole school Literacy policy.

Mathematics – helping pupils to make calculations, to understand and appreciate relationships and patterns of number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of different ways, including practical activity, exploration and discussion.

ICT- teaching focusses upon the teaching of ICT skills to equip children in contributing positively to their personal and future economic well-being. The skills taught within these lessons will then be transferred and consolidated to support and enhance the teaching and learning through other subjects.

Science – The teaching is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry, for example observing, forming hypotheses, conducting experiments and recording their findings.

Technology, we teach design technology and information technology. Both areas develop the ability to plan and communicate ideas, the pupils develop their skills in construction and each develop skills to reflect and evaluate the project.

Humanities subjects teach about people and their environment, and how human action, now and in the past has influenced events and conditions. Our history and geography syllabus' for Common Entrance explore these areas.

Physical – The area develops the pupils' physical control and coordination as well as their tactical skills and imaginative responses. We encourage and help them to develop skills in evaluating and improving their performance. Our pupils gain a sound knowledge of healthy eating, and the importance of physical fitness on health.

Aesthetic and creative – we teach the process of making, composing and inventing. There are aesthetic and creative aspects in many of our subjects and areas of school life. Music, Drama and Art and often further explored through literature provide opportunities for personal, imaginative and often practical response.

Religious Studies is taught as a way of providing human and social education and promoting a deeper understanding of spiritual, moral, social and cultural development.

Chapels are planned through our SMCS D Spiritual, moral, social and cultural development overview throughout the school and links to the whole school British and Christian values, Christian teachings and Multi-cultural focus.

Sex and relationship education is taught throughout Prestfelde School following the Shropshire SRE programme.

- The curriculum for Years 6 to 8 is taught through 8 x 40 minute lessons per day. The timetable is organised on a weekly basis, with the curriculum mirroring an enriched version of the National Curriculum, meeting the requirements of the common entrance syllabus and scholarship entrance for senior Independent Schools, and the entrance examinations requirements for State grammar schools. To this end, a scholarship group is established in year 8.
- Pupil's groupings follow the groupings policy; there are a number of different groupings with clear reasoning behind them. Ability and mixed ability groups are taught in the Senior School. Mathematics is primarily taught in ability sets.

PREP

See Prep policy

Little Prestfelde, and Middle School children will be given a small amount of work to complete after school over the week; activities, when set, should take no more than 15-20 minutes and will consist of some spelling and reading practice and some math's and/or English activities. It is important that pupils are encouraged to develop a positive attitude towards work. All homework will be in response to what they have been taught in school to consolidate and embed new skills.

Pupils in Middle School will be given prep, set by their particular tutors and which best reflects their learning needs and consolidation of learning within the class, over the course of the term.

Within Senior school, all pupils are set prep. All prep and waiting prep sessions are supervised by staff.

In Senior School Prep is set via Firefly tasks, according to the Prep timetable. Parents and teachers ensure pupils are well supported in this organisation. Expectations vary for each year group as they progress through the school. The school is flexible where necessary catering for a range of needs. Mentoring and monitoring are used in very supportive ways to support all aspects of learning.

During their final Common Entrance/Scholarship year, pupils are expected to do additional work/revision in their own time. This is monitored carefully by staff and parents are encouraged to communicate with form tutors should they have concerns.

5. Equal Opportunities

The school considers it important to provide a range of experiences and an environment that will instill in pupils a positive outlook towards people in our society whom they see as different from themselves. Prestfelde aims to demonstrate through its work and through its social activities that it positively values and respects pupils of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Pupils are positively encouraged by staff to participate in all activities that are appropriate to their age.

6. Inclusion

Prestfelde is committed to giving all pupils every opportunity to achieve the highest possible standards, regardless of age, gender, ethnicity, attainment or background. Teaching and learning, achievements, attitudes and well-being of every child are important; we follow the necessary regulations to ensure that we take the experiences and needs of all pupils into account when planning for learning, by providing a level playing field in every lesson across the curriculum e.g. using tool kits, assistive technology, dyslexia friendly environments and over learning opportunities.

Support for learning

There is additional specialist teaching and excellent learning support throughout the school at all levels. Changes to the arrangements for Special Educational Needs came into force in September 2014 with the implementation of provisions for Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years (2014 SEND Code 2014) Prestfelde adheres to these acts and all recommendations given.

See Support for Learning policies, Accessibility Policy, Equal Opportunities Policy,

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- 'Most able' pupils
- Pupils with low prior attainment
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. Monitoring arrangements (IMPACT)

The Head teacher and Deputy Head Academic monitor coverage of subject learning outcomes and compliance with EYFS statutory requirements through:

- Quality of teaching and learning
- Review of the requirements of Common Entrance and Scholarship syllabus'
- Planning scrutiny
- Academic / Head of Subject review meetings
- Book scrutiny
- Observations/ learning walks
- Assessment and attainment outcomes in line with the expectations for year groups.
- Visits to other independent and Maintained schools to moderate outcomes
- Termly Governors curriculum committee meetings
- Woodard quality visits

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Review or subject attainment
- planning scrutinies,
- learning walks,
- book scrutinies, etc.
- Prep scrutiny
- Use and impact of Firefly to enable independent learning

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.



This policy will be reviewed annually by the Deputy Head Academic in conjunction with the Academic Committee. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment and Reporting policy
- SEN policy and information report
- Equal Opportunities policy
- More Able policy
- Firefly policy
- Prep policy
- Setting policy

APPROVED DATE	1 st September, 2019
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REVIEW DATE	1 st September 2020		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR GOVERNORS	OF 	PRINT NAME	Stuart Hay