

# Staines Preparatory School



## Curriculum Policy

**September 2024**

The school provides full time supervised education for children aged 2 to 11 years (Nursery to Year 6). There is an option for children in the Nursery to attend part time; however, the vast majority of children attend full time for at least a term prior to moving into the Reception Year.

This document lays out the aims, principles and organisation of the curriculum.

Staines Preparatory School is fully committed to ensuring that the application of this policy is nondiscriminatory in line with the UK Equality Act (2010).

## **Aims**

By delivering this curriculum, the School aims to provide:

- A full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Pupils who acquire speaking, listening, literacy and numeracy skills
- A programme of activities for pupils below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Pupils with a full and rounded entitlement to learning
- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making
- Promotion of a healthy lifestyle
- Active promotion of community cohesion and fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Inspiration to develop a love for learning which will last a lifetime
- Development of the study skills which pupils need to encourage initiative, individuality, independence, commitment, creativity and enquiry
- Promotion of the highest standards in all learning and teaching
- Ensuring that all pupils have the opportunity to learn and make good progress.
- Stimulation intellectual, aesthetic, physical, moral and spiritual development;
- Children who are prepared thoroughly for external examinations and their future schooling.
- Subject-matter which is appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC Plan (Education Health and Care)
- Lessons where the principal language of instruction is a Modern Foreign Language e.g French/Spanish
- Personal, social, health and economic education reflects the school's aims and ethos. This includes an emphasis on community cohesion. It also encourages respect for other people, paying particular regards to the protected characteristics set out in the Equality Act 2010. (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)
- Religious education for all pupils
- Awareness for pupils on the importance of sustainability

The curriculum aims to be balanced and broadly based, promoting the spiritual, moral, social, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of life in British society. Reference to how the School promotes SMSC can be found in the Appendices of the PSHEE Policy.

## **Principles**

In order to achieve the aims listed above:

- The School Curriculum is constantly under review so that it is in keeping with current changes in teaching and learning and to ensure breadth and balance.
- The National Curriculum and Early Years Foundation Stage documentation provide the framework for the curriculum, which is at times accelerated to meet the needs of the children, to provide breadth and depth and to prepare for entry to Senior Schools.

- The curriculum establishes and develops core standards and disciplines in literacy (English), numeracy (Mathematics) and Speaking and Listening Skills.
- Breadth and balance are maintained through timetable allocations and curriculum content.
- Learning is enhanced through:
  - cross-curricular links
  - educational visits
  - visitors to the school
  - a wide variety of resources
  - use of interactive whiteboards and other ICT resources
  - extra-curricular opportunities.
- Teachers use a mixture of traditional and modern methods, with an emphasis on whole class teaching.
- Bearing in mind ages and aptitudes, teachers have high expectations of pupils with regard to effort, commitment and achievement.
- The curriculum is differentiated in order to meet the needs of all children.
- All pupils have the opportunity to learn and make progress
- The curriculum provides opportunities for all children to benefit equally, regardless of sex, race, colour, religion, nationality, disability or ethnic or national origins.
- Additional provision is included within the curriculum to both support and extend pupils based on their abilities across all subjects. Staff are aware of procedures used to highlight causes of concern, English as an additional language or Able, Gifted and Talented (More Able), and information on how to accommodate the pupils' needs into the curriculum are held on the English as an Additional Language (EAL), Special Educational Needs and Disability (SEND) or More Able Register.
- Particular care is taken to:
  - make reasonable adjustments to accommodate the needs of disabled children
  - provide appropriate differentiation for children with significant learning difficulties or disabilities, and
  - where a pupil has an Individual Support Plan (ISP), provide education which fulfils its requirements.
- The curriculum encourages pupils to:
  - adopt values of kindness, compassion, responsibility and respect for others
  - work together cooperatively
  - reflect on, discuss, question and appreciate issues of justice, equality and morality, and
  - consider issues in the wider world.
- The curriculum provides opportunities for pupils to:
  - develop thinking skills
  - be creative
  - use initiative, and
  - learn skills in both independent and cooperative learning.
- Personal, Social Health, and Economic Education (PSHEE) is both taught as a subject to all pupils, and is also fostered across a wide range of school activities, in accordance with the school's aims and ethos and to encourage respect for other people paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Curriculum planning will provide recognition of the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Long and medium term planning will identify key principles for sustainability education.

## **Organisation**

### **Responsibilities**

The structure, implementation and development of the curriculum are overseen by the Headmistress and Deputy Head who report to the Governors' Education Sub-committee.

Subject Coordinators are responsible for subject:

- documentation
- administration
- management
- leadership

- development
- Proposal for budget planning in conversations with the School Business Manager

Assistant Heads are responsible for:

- ensuring pupils across their year group have the same opportunities
- weekly planning, with colleagues
- organising trips and visits

Class and Subject Teachers are responsible for delivering the curriculum in accordance with the schemes of work written by, or in conjunction with, the Subject Coordinators. However flexibility is allowed so that current events, topical issues, school initiatives and school events can be incorporated as appropriate.

An overview of the curriculum content for each year group is shared with parents half-termly using the Parent Portal.

### **Documentation**

Subject Coordinators are expected to collate a Subject Evidence File recording good practice within the Department as well as evidence of assessment and standardised pieces of work. These files may be held electronically.

Subject Files each comprise of:

- a subject policy
- a scheme of work (which includes long-term/medium-term plans)
- web-links, and
- a list of resources.

### **Teaching**

Some subjects are taught by subject specialists. The amount of specialist teaching increases as pupils progress through the School.

Teachers are assisted by Learning Support Assistants (LSAs). The amount of LSA time allocated to classes reduces as children progress through the School and become more independent learners.

ICT skills are taught throughout the School. All pupils have access to the Digital Learning Suite, and from Reception to 6 pupils are taught by a Computing teacher. iPads are used in some lessons to provide additional ICT opportunities.

Teaching is mainly subject based. Some work is topic based but still incorporates the knowledge, understanding and skills pertinent to individual subject areas. In both topic and subject based learning, there are common elements, for example speaking and listening. Skills developed/acquired in one subject are applied in other areas. Work in one subject often provides stimulus for work in another and, where such curriculum links are possible, they are encouraged in whole school planning. Teaching aims to be varied and inspiring, meeting the needs of the full range of abilities and learning styles.

### **Early Years Foundation Stage (Nursery and Reception)**

The Foundation Stage provides a broad range of educational experiences which forms the basis of future learning.

The national EYFS curriculum is followed in Sunflowers Nursery and continues in Reception, with children progressing onto Key Stage 1 work, where appropriate, during the Summer Term in preparation for their move into Year 1.

The children are encouraged to learn through structured activities and play and develop their physical, intellectual, emotional and social skills.

The curriculum is carefully planned to provide children with a rich learning experience, based on their interests and experiences.

The seven areas of learning in the Foundation Stage are:

- Communication and Learning
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### Years 1 - 3

All classes follow the schemes of work which form part of the curriculum documentation provided by the Subject Leaders.

The pupils in Years 1 - 3 are taught by Form Teachers and they are given a strong grounding in the basics of the core subjects:

- English
- Mathematics
- Science, STEAM and
- ICT (Taught by Computing Teacher from Reception)

They also study:

- History
- Geography
- Art, Design and Technology
- French (from Nursery)
- Religious Education
- PSHEE
- Music/Singing
- Physical Education
- Games (from Year 2)
- Swimming (from Year 2)
- Forest School (Reception, Year 1 and Year 2)

At the end of Year 3 all pupils are assessed and classes realigned according to general ability prior to entry into Year 4. This process is reviewed on an annual basis.

### Years 4 - 6

In Years 4 - 6 pupils are taught by subject teachers. Wherever possible, classes within a year group will have the same subject teachers.

The subjects presently studied, along with their allocated number of lessons, are given in the table below:

	Year 6	Year 5	Year 4
English *	8	8	8
Mathematics *	8	8	8
Science /STEAM	4	4	4
ICT	1	1	1
ADT	3	3	3
History	2	2	2
Geography	2	2	2
French	2	2	2
PE/Games/Swimming	5	5	5
RE	1	1	1
Music/Singing	2	2	2
Classical Studies	1	1	-
PSHEE	1	1	1

\* Verbal and Non Verbal Reasoning content is delivered within English and Maths lessons respectively.

### **Timetable balance**

Staines Preparatory School aims that through this broad curriculum, and our extra-curricular provision, each child will be able to fulfil their academic potential and discover areas of interest and excellence. Careful consideration has been given to the time allocation of subjects, in order that core subjects can be covered in sufficient depth, thus developing vital skills, at the same time as allowing positive provision in the timetable for other curriculum areas.

### **Assessment**

The curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special education needs or learning difficulties, those for whom English is an additional language and the most able. Pupils are tracked throughout their learning journey through formative and summative assessment. See Assessment Policy for implementation.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless an individual's age, disability, gender reassignment, race, religion and belief, sex, or sexual orientation.

### **Disability/Inclusion**

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan, which is available to parents.

### **Differentiation**

A variety of teaching and learning methods and materials are used to suit pupils' different needs.

### **Religious Education**

Religious Education, which includes the study of the Christian faith, (as well as other major world religions), is available to all pupils. Parents have a right to withdraw their children from Religious Education.

### **Collective Worship**

The School has a programme of collective worship which incorporates the School Charter, which pupils are invited to use as a prayer special to their own faith if they wish.

### **Relationship and Sex Education**

The School provides Relationship and Sex Education (RSE) in the basic curriculum for all pupils as part of the PSHE Curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the School's Relationship and Sex Education policy is available to parents. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils as part of the Science Curriculum, and from September 2020, Relationship and Sex education is also compulsory in schools.

### **Political Education**

Political issues may occasionally be referred to in lessons. They are presented in a balanced manner and can be linked to the teaching of Fundamental British Values.

### **Community Cohesion**

By community cohesion, the government means through its curriculum the school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

### **Effective promotion of fundamental British values**

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in many ways throughout the school, for example, in the PSHEE programme, School Council, Assembly and within subject areas. Subject policies outline the effective promotion of

fundamental values to develop in every young person the values, skills and behaviours they need to get on in life Reference to how the School actively promotes Fundamental British Values can be found within the Appendices of the PSHE Policy.

### **Sustainability**

To support the education of our pupils in sustainability, key principles will be included in planning which will be covered throughout the year through different subjects.

The principles are:

- Interdependence and learning that everything is connected and that actions have consequences.
- Cycles and learning the cyclical nature of all life and the importance of cycles to sustainable systems.
- Diversity and learning to appreciate diversity in one another and to restore the biodiversity of Nature.
- Adaptation and learning how species in Nature are adapted to survive and to work out how we need to adapt for the future.
- Health and learning that health is about balance and seeking balance in our lives, just as natural systems seek balance in theirs.
- Oneness and learning to recognise that we are a part of Nature, not separate from it, and to find ways to live in harmony with the world.

Planning will be reviewed and adapted regularly during implementation.

### **PE and Games**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent is required.

### **Special Educational Needs**

The School is committed to providing for the special educational needs of its pupils whatever their specific identified learning difficulties, including those pupils with an EHC plan or talents and gifts might be. English as an additional language can be provided if necessary. The school will determine the appropriate courses in consultation with the parents. Please refer to the following policies: Special Educational Needs and Disability Policy (SEND) and English as an Additional Language Policy (EAL).

### **Homework**

A progressive allocation of Homework from Y3-6 provides the opportunity for the reinforcement or practice of work covered in class. Homework tasks are differentiated where appropriate. All homework set should be purposeful, achievable in terms of resource expectations, time and children's understanding. Reading at home is set for all year groups from Reception- Year 6

Additional guidance is provided in the School's homework policy.

### **Extra-curricular Activities**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. Pupils are encouraged to take part in the programme. A separate Extra-Curricular Policy offers additional information on the organisation of the part of School life.

### **Concerns and Complaints.**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupils' Form Tutor or the Deputy Head. If the issue is not resolved parents should make an official complaint in writing to the Headmistress. The school has a Complaints Procedure in place, which is available on the school website.

### **Monitoring and Review**

This policy will be monitored by the Deputy Head who will report to the Headmistress on its implementation on a regular basis. The Headmistress will report to the Governing Body on the progress of the policy and will recommend any changes.

**Review**

- All teachers monitor the effectiveness of the curriculum and provide Subject Leaders and/or the Deputy Head with regular feedback so that improvements can be made.
- Subject Leaders monitor their subjects on an ongoing basis. They review the delivery of their subject annually so the Senior Leadership Team may adopt a forward-looking approach to curriculum development.
- All subjects are developed cyclically.
- All subjects, their policies, schemes and other documentation are reviewed annually by the Senior Leadership Team.
- The allocation of subjects to classes, and their period allowances, are reviewed annually by the Senior Leadership Team.
- The curriculum policy is reviewed annually by the Senior Leadership Team.

**This is a whole-school policy which includes the Early Years Foundation Stage.**