



CURRICULUM POLICY (PREP DEPARTMENT)

CONTENTS

MONITORING AND REVIEW ..... 1

AIMS ..... 2

LEGAL REFERENCES ..... 2

RELATED POLICY..... 2

CURRICULUM STATEMENT ..... 2

ORGANISATION AND PLANNING..... 2

CHILDREN WITH SPECIAL NEEDS..... 3

THE EARLY YEARS FOUNDATION STAGE..... 3

NUMERACY AND LITERACY ..... 3

    Numeracy and Mathematics ..... 3

    Language and Literacy..... 4

    Spoken Language ..... 4

    Reading and Writing..... 4

    Vocabulary Development..... 4

SUBJECT CO-ORDINATOR ..... 4

MONITORING AND REVIEW

Staff Responsible	Mairead Carney – Head of Prep Department
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	September 2018
Date of Next Review	September 2019

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13).

The term 'parent' refers to those who have parental responsibility for a child.



## AIMS

- A stimulating, well-balanced education which will challenge and excite our students, encouraging them to strive for excellence and leading to the acquisition of skills, independence, self-discipline and academic success
- A framework of support and challenge which enables all our students to achieve their individual potential and to develop personal confidence and self-esteem
- A full range of opportunities which will enable our students, as responsible citizens, to take their place in the world with poise and assurance
- A value system based on tolerance, which recognises and affirms the religious and cultural diversity of our students and wider community
- High moral standards in a Christian ethical context which reflect the School's Anglican foundation and promote an awareness of the needs of others

## LEGAL REFERENCES

This policy operates within a wider national framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Education Regulations 2014

## RELATED POLICY

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- EAL Policy
- More Able Policy
- Homework Policy

## CURRICULUM STATEMENT

The curriculum comprises all learning and other experiences that we organise in order to promote learning, personal growth and development and prepare students for the opportunities and experiences of later life. It is based largely on the National Curriculum for England 2014, but also includes a range of co-curricular activities that the school organises in order to enrich the experience of the children. The Prep Department follows the aims detailed in the policy above.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## ORGANISATION AND PLANNING

We plan our curriculum in three phases. We agree a long-term plan for each subject within each year group. This indicates what topics are to be taught in each term, and to which groups of children.



Medium term plans give clear guidance on the core knowledge and objectives around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills. Medium term plans may suggest teaching strategies that can be used when teaching each topic.

Short-term plans are written by our teachers either weekly or daily and in a style to suit the individual teacher. These are used to set out the learning objectives for each session, and to identify what resources and activities will be used and take into account provision for the differing needs of the students.

In the Early Years, we adopt an inter-disciplinary topic approach to curriculum planning based on the Early Years Foundation Stage Outcomes, September 2014. Our school fully supports the principle that young children learn through play, and by engaging in well-planned, structured activities.

In Key Stages 1 and 2 we base our plans on the National Curriculum 2014. In Key Stage 1, this is largely delivered by the form teacher, with specialist teachers for Music, French and PE. At Key Stage 2 we teach all subjects separately either by form teachers or by specialist teachers.

## CHILDREN WITH SPECIAL NEEDS

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the parents of the child. Please refer to our SEND Policy for more information.

## THE EARLY YEARS FOUNDATION STAGE (EYFS)

The curriculum that we teach in the Early Years classes meets the requirements set out in the Early Years Foundation Stage Outcomes 2014.

Assessment forms an important part of the future curriculum planning for each child from Reception upwards. At the end of a child's Reception year, the teacher completes an Early Years Profile.

## NUMERACY AND LITERACY

In accordance with National Curriculum guidelines, and in addition to the individual subject Schemes of Work, we promote the teaching of core skills across all subjects:

### **Numeracy and Mathematics**

Teachers use every relevant subject to develop students' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the curriculum.

Teachers develop students' numeracy and mathematical reasoning in relevant subjects so that they understand and appreciate the importance of mathematics. Students are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work, as appropriate to their age and stage of development. Students apply geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They also understand the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics skills to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.



## **Language and Literacy**

Teachers develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

## **Spoken Language**

Students are encouraged to speak clearly and convey ideas confidently using standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

## **Reading and Writing**

Teachers develop students' reading and writing in all subjects to support their acquisition of knowledge. Students are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. We promote wider reading by provision of a variety of genres of books in classrooms and libraries and set clear expectations for reading at home. Students develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar and build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

## **Vocabulary Development**

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on students' current knowledge. They increase students' store of words in general and make links between known and new vocabulary, discussing the shades of meaning in similar words. In this way, students expand the vocabulary choices that are available to them when they write. In addition, it is vital for students' comprehension that they understand the meanings of words they meet in their reading across all subjects. It is particularly important to induct students into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

## **SUBJECT CO-ORDINATOR**

The role of the subject co-ordinator is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor student progress in that subject area
- Provide efficient resource management for the subject

It is the role of each subject coordinator 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. This developmental planning links to whole school objectives. Each subject coordinator



reviews the curriculum plans for their subject, ensuring that there is full coverage of the curriculum and that progression is planned into schemes of work.

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