

## Curriculum (Prep School) Policy

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| Regulatory References:            | DfE Regulations 2013 for Independent Schools (Updated 27 November 2014), 2010 Equality Act                                                                                                        |
| Other policies referred to:       | Fundamental British Values, Behaviour Management, Collective Worship, RE, PSHE & RSE, Marking, Assessment, More Able, Maths, English, Homework and Inclusion and Special Educational Needs Policy |
| Date of Next Review:              | August 2027                                                                                                                                                                                       |

### 1.0 INTRODUCTION: WHOLE-SCHOOL CURRICULUM ETHOS

- 1.1 This document gives an overview of how the children learn at Lingfield College Prep and makes reference to the more detailed policies that cover each area of learning.
- 1.2 We offer a broad and balanced curriculum which supports and promotes the aims of the Prep School, and which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education which is designed to fit them for the opportunities, responsibilities and experiences of British adult life. As far as possible, subjects will be delivered through a Creative Curriculum that adheres to the National Curriculum where appropriate but is not restricted by it. The curriculum will also provide an understanding of the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of all those with different faiths and beliefs, and those who may be marginalised due to factors such as race, gender or disability; ensuring that these values are not undermined, through rigorous monitoring by subject co-ordinators, the Prep School Director of Studies and the Prep School Head. See the Fundamental British Values Policy (LP-CW-016).
- 1.3 The curriculum is reviewed annually to reflect new and proven educational thinking to give our pupils a very broad and balanced curriculum with opportunities for creative learning. Careful planning ensures that the needs of all pupils are met, including those pupils with an EHC plan, offering opportunities for all to achieve and make progress. The Prep School's Inclusion & Special Education Needs and More Able policies support this work.



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| <b>EYFS (Nursery and Reception Classes)</b> | The children work towards the Early Years Foundation Stage Goals through Child Initiated Play and Teacher led Learning Groups. |                                                                                                                                                        |
| <b>Key Stage One (Year 1 and 2)</b>         | Mathematics<br>English and Phonics<br>Science<br>Computing<br>PSHE<br>Religious Education<br>History                           | Geography<br>Art & Design Technology<br>Music<br>Drama<br>PE<br>French                                                                                 |
| <b>Key Stage Two (Years 3-6)</b>            | Mathematics<br>English<br>Science<br>Computing<br>PSHE<br>Religious Education<br>History                                       | Geography<br>Art & Design Technology<br>Music<br>Drama<br>PE<br>French (up to Y4)<br>Spanish – Year 4 and 5 until Feb Y 6<br>German – From Feb Year Y6 |

- 1.4 The Prep School comprises of an Early Years Foundation Stage, Key Stage 1 and Key Stage 2. Emphasis is placed on developing the mission statement:

***“I can... I know I can”***

- 1.5 We live in a changing world in which pupils need to acquire skills and knowledge to meet the challenges of our rapidly changing world. Fostering intellectual curiosity alongside all our Aims and Educational Vision is at the heart of the Prep School.
- 1.6 The Prep School delivers a curriculum which is creative, stimulating, challenging and engaging. Our aim is to ensure that the learning environment is characterised by high expectations for all learners. Cross curricular links are embedded in the learning environment to promote creativity. Learning objectives are shared with the children and adults of the school community on an on-going basis through the use of “I can...” statements against which the pupils then self-assess their learning. Pupils are also actively encouraged to become more independent learners.

## **2.0 STRUCTURE OF TEACHING STAFF**

We are a Prep School with children working from Nursery to Year 6 in year group classes for the majority of their learning. We also have specialist teachers to teach Modern Foreign Languages, Music, Drama, PE and Art. Class teachers can also assist with the delivery of Wednesday afternoon sport for Years 5 & 6. Teaching Assistants are used widely for supporting children’s learning in small group or one-to-one situations. Staff are given opportunities for training and professional development through courses and in-house training sessions. In the main, teacher non-contact time is provided when classes attend specialist lessons.



### **3.0 EARLY YEARS FOUNDATION STAGE.**

Our EYFS is divided into three Nursery classes and two Reception classes. The children follow the EYFS curriculum guidelines which are based largely on child-initiated learning. As in the rest of the school, parents are kept informed on a weekly basis about their child's learning and tasks are shared with the home. (See Foundation Stage Policy)

### **4.0 TEACHING AND LEARNING STYLES**

4.1 At Lingfield College Prep we aim to use a variety of teaching styles, which encompass whole class teaching, independent learning, working in pairs or in groups. Plenaries are used to extend or review learning. Opportunities are given for the children to self-assess their own work or that of others. We provide suitable learning opportunities for all children, including those with an EHC Plan, by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- setting common, open-ended tasks to elicit a variety and depth of response;
- grouping children by ability in the room and setting tasks of increasing difficulty, scaffolding where appropriate;
- in a mixed ability setting, where appropriate, grouping children so that more able learners can support the understanding of less able learners.
- providing practical opportunities for kinaesthetic learners;
- using visual stimuli and artefacts to promote interest;
- using Teaching Assistants to support the work of individual children or groups of children;
- using trips and visitors to give opportunities to gain further understanding and exciting experiences in a practical setting.
- group work to allow collaboration and develop thinking skills.
- encouraging and facilitating outdoor learning where appropriate

4.2 Children's achievements are celebrated regularly through weekly school newsletters, displays in classrooms and shared areas around the school and during school assemblies.

4.3 The children also participate in Whole School themes such as 'Take One Picture,' 'World Book Day' and shared activities with 'buddy' classes.

### **5.0 PLANNING FOR TEACHING AND LEARNING**

5.1 Each term, the staff create a Long-Term Topic Overview for the term. This document details the cross-curricular topics that will be taught across the term, clearly identifying how work in the various subjects interrelates. All plans are stored on the school's SharePoint page under Prep Staff Common. Medium Term Plans are divided into individual topics and outline detailed learning objectives and specific tasks for each lesson within the topic. In addition to this, there is weekly planning for all subjects.

5.2 Each teacher, working with year group partners where applicable, is responsible for his or her own weekly planning for all class-based subjects. These are stored in the correct folder in Prep Staff Common, so they are accessible in the case of absence.

5.3 Subject specialists in subjects such as Music and Drama maintain planning in subject folders. In the foundation subjects, medium term planning should be broadly based on objectives outlined in the National Curriculum, or from the teacher's own experience. These plans should be monitored by the various subject coordinators.

5.4 Learning Objectives (LO) must be given to the children for each lesson and are usually displayed in the form of an "I can..." statement in line with the Prep School motto "I can...I know I can." Plenary time at the end of a lesson should refer back to the LO, although teachers may use mini plenaries throughout the lesson to do this. Teachers will identify in their planning what it is that they hope the children will have learnt by the end of the



lesson. All teachers are expected to differentiate their planning to reflect the needs of the specific pupils that they are teaching during any particular lesson.

## **6.0 SETTING**

- 6.1 Mathematics and English are taught using different grouping approaches in recognition of the distinct nature of learning within each subject. We aim to create the optimal conditions in which each child can make the strongest possible progress with confidence and ability. Mathematics is taught in ability sets (where there are two or more classes) from Years 3 to 6, as learning is cumulative and sequential, with new concepts building upon previously secured knowledge and skills. Setting enables teaching to be closely matched to pupils' current stage of mathematical understanding, providing an appropriate level of challenge, targeted support and intervention, and opportunities for all pupils to make strong progress.
- 6.2 English is taught in mixed-ability classes because it encompasses a broad range of interrelated skills, including reading, writing, speaking and listening, in which pupils may demonstrate differing strengths and areas for development. Mixed-ability teaching promotes rich discussion, collaborative learning and exposure to a variety of language models and perspectives. It supports the development of communication and critical thinking skills while fostering a culture of high expectations for all learners. Within this structure, teachers use effective differentiation to ensure that every pupil is appropriately supported and challenged to achieve their full potential.
- 6.3 The school recognises that children demonstrate strengths in different areas of English; for example, some pupils may show strong reading comprehension skills and generate creative, well-developed ideas for writing, while experiencing difficulties with spelling. Therefore, we do not set pupils for English, as attainment can vary significantly across the different elements of the subject and mixed-ability teaching enables all children to develop their individual strengths whilst receiving appropriate support in areas of need.
- 6.4 We believe that pupils can achieve and make significant progress where learning is tailored to individual ability. This is realised through thoughtful planning, teamwork and knowledge of each child's understanding and capability. Additional support groups are in place to support or extend thinking and problem-solving skills. Termly progress review meetings take place with each year team and the Director of Studies to ensure that the curriculum is aligned with the needs of each child.
- 6.5 Decisions about setting are only made after careful observation and termly assessments. Pupils are then placed into sets according to ability. These sets are flexible in nature and allow for transfer between groups where necessary. Pupils in each set cover the same curriculum, at a steadier or accelerated pace, and learning opportunities are differentiated to cater for all ability levels, even within sets, to ensure the children are challenged and maximize their potential.

## **7.0 CREATIVITY IN THE CURRICULUM**

- 7.1 It is our belief that lessons which are interactive and exciting with a practical and creative element will be more successful in terms of learning. Therefore, we aim to provide opportunities for active learning with good quality resources and access to interactive technology to benefit all our pupils and allow them to achieve their potential. We believe learning will be enhanced by the use of cross-curricular links which aid understanding and broaden experiences.
- 7.2 We aim to make our curriculum as creative as possible by:
- increasing motivation, enthusiasm and engagement in meaningful learning by putting it into a context through carefully chosen themes and topics.
  - supporting and encouraging the raising of standards in both teaching and learning.



- helping children become more independent and keen to take greater ownership of their learning by developing their confidence and motivation to learn through the use of a range of teaching and learning styles.
- forming strong cross curricular links to ensure a broad understanding.
- creating an exciting and stimulating learning environment.
- providing opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
- providing enrichment opportunities where learning and teaching can take place beyond the classroom.
- allowing opportunities for a flexible timetabling approach to encourage depth of study.
- Fully utilising outdoor spaces to provide further opportunities for active learning.

## **8.0 THE CREATIVE CURRICULUM**

- 8.1 The Creative Curriculum has been organised into integrated topics across all year groups and links have been made to other curricular areas within each topic and curricular focus.
- 8.2 The use of Computing is encouraged in all topic areas although it is also taught as a subject in its own right to allow children to begin to develop skills such as coding and App development.
- 8.3 Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills. Links are encouraged across all subjects when appropriate and where there is a positive impact on the delivery of key skills. Staff may also deliver projects such as 'Enterprise' and 'Curiosity Curriculum' at times throughout the year to enrich the creative elements of pupils learning and make links to our Educational Vision.
- 8.4 Mathematics and Modern Foreign Languages (MFL) are mainly taught as discrete learning areas. English is taught as a discrete subject but is used in all topic based work and provides a strong creative link. PSHE, RE, Music, Drama and Science are incorporated into the Creative Curriculum where it is appropriate to do so, otherwise they are taught discretely.

## **9.0 CREATIVE CURRICULUM PLANNING**

- 9.1 The aims and objectives of the National Curriculum 2014 are used as a broad guide within planning, although teachers are encouraged to be as creative as possible to develop their topics and themes. Key skills are incorporated into topics, and these are continually monitored to ensure the curriculum is broad and balanced and that elements from all subjects are included.
- 9.2 There are three parts to our planning:
- Long term plans show which topics are being taught across each term by each year group. These plans give an indication of which when teachers are expecting to teach specific lessons from their medium-term plans.
  - Medium term planning provides detailed subject specific overviews of how each subject will be taught within each topic on a lesson-by-lesson basis. These plans will include clear and specific "I can" learning objectives for each lesson, detailing specific tasks and the expected Learning outcomes.
  - Weekly plans are brief documents which demonstrate where the teacher has reached in their medium-term plans, give clear guidance for Teaching Assistants (as appropriate), and show how the teacher intends to take into account the specific needs of individual children with Individual Education Plans for SEND or More Able provision or who hold EHC Plans.
  - In addition, an individual lesson plan format is available for staff to use if their lesson is being observed for probation, appraisal or by an inspector. Teachers are not expected to use individual lesson plans for all lessons.



## **10.0 LEARNING ENVIRONMENT**

- 10.1 Classrooms should be positive places, organised to promote independent thinking through the use of stimulating and interactive displays, and well organised resources. Displays should value the children's creativity, extend the child's thinking and clearly labelled resources should allow for good routines and independent learning. Suggestions for presentation of displays are available in the Inside Learning document which is accessible to staff.
- 10.2 All staff must have high expectations of pupil behaviour. See the Prep School Behaviour Management Policy (LP-PP-005).

## **11.0 PSHE, FUNDAMENTAL BRITISH VALUES, AND SMSC**

- 11.1 We provide many opportunities for Spiritual, Moral, Social and Cultural (SMSC) education through our assemblies, daily routines and our special events. These opportunities adhere to the guidelines in the DfE Regulations 2013 for Independent Schools (Updated 27 November 2014) for improving the SMSC standard and take account of the need to promote an understanding of Fundamental British Values.
- 11.2 Our PSHE teaching supports us to achieve our Prep School aims and teaches the children about their place in our world, allowing all pupils to appreciate a sense of national identity founded on what it means to be British, and to develop a sense of self-esteem and self-confidence; encouraging respect for others paying particular regard to the protected characteristics set out in the 2010 Equality Act as appropriate (Updated January 2024). Our Religious Education Curriculum allows pupils to develop an awareness of spiritual and moral concerns. A whole Prep School focus on a charity for the year encourages awareness and understanding of the needs of others and promotes a culture of respect and tolerance. This is further developed through assemblies and appropriate visiting speakers. All visiting speakers and their subject matter are researched prior to them being invited to speak to ensure that pupils are exposed to a balanced point of view and the content is suitable for our school.
- 11.3 The use of a 'School House' system teaches the children from an early age about the importance of working together in a team and the School Council provides a 'Pupil Voice' and allows pupils to understand more about democracy and the rule of law. As part of our staff PDR process, pupils from KS1 and KS2 are asked for their feedback on the lesson and their experiences with the teacher.
- 11.4 See also the Collective Worship (LP-PP-008), RE (TP-CP-029), and PSHE & RSE (LP-PP-028) policies.

## **12.0 MARKING**

We believe in using the process of marking children's work as a learning tool. It is not always necessary to mark, in detail, all pieces of work but quality marking with the child that leads to target setting for future development is most important and should be performed regularly. See the Marking Policy (TP-CP-023) for details.

## **13.0 EVALUATIONS AND ASSESSMENTS**

- 13.1 We know that the most effective teachers are those that take time to reflect on their teaching and so staff are encouraged to evaluate their lessons to plan more effectively.
- 13.2 We have a programme of assessments and tracking in key subject areas and we also make use of externally marked CEM assessments. Test results must be used effectively to inform future planning and are moderated to inform and aid individual progress. Each Subject Coordinator is responsible for ensuring that their subject is resourced appropriately, shows that pupils are making good progress and that standards are high.
- 13.3 Following assessment in all subjects, data is loaded onto progress trackers on Prep School Common site on SharePoint. See the Prep School Assessment Policy (TP-CP-003).



## **14.0 ABLE PUPILS AND SEND**

- 14.1 Planning, spellings and homework are differentiated to match the abilities of the group or class.
- 14.2 Children who show particularly high ability in any area should have enrichment and extension opportunities provided regularly; they should also be encouraged to use independent research and the Mathletics programmes to extend their learning.
- 14.3 There is an Academic Extension club offered in Year 4-6, and Enrichment clubs. Art club is available to pupils on an invitation only basis. In addition, able musicians are invited to play in the Senior School Training Orchestra once they are of a high enough standard. An exceptionally able musician would be invited into Senior School Orchestra.
- 14.4 Academic Scholarships and Awards are awarded to internal candidates who show particular all-round academic aptitude from the start of Year 5. These students will be offered a programme of extension sessions, during Years 5 & 6 to help them to develop higher level thinking skills and to begin to introduce the need to think 'outside the box' (see the Prep More Able Policy (TP-CP-018).
- 14.5 Music and Sport Scholarships and Awards are offered to internal candidates who demonstrate particular aptitude in Music or Sport from the start of Year 5. These students are monitored closely and offered additional opportunities as appropriate, such as playing up an age group in sport or attending Senior School Musical clubs as appropriate.
- 14.6 Similarly, there are booster' sessions in Maths and English and Phonics for children who need additional support to meet expectations. See the Maths Policy (TP-CP-024), English Policy (TP-CP-010), Homework Policy (TP-CP-021) and Inclusion and Special Educational Needs Policy (LP-CP-022).

## **15.0 LINGUISTIC OPPORTUNITIES**

We recognise the importance of communication skills in everyday life and strive to give the children every opportunity to develop confidence in public speaking to small groups, at whole school events and through external public speaking qualifications (LAMDA). Listening skills are also very important, and we emphasise the need to listen to peers and discuss issues. Children are encouraged to be School Councillors and House Captains for which we hold elections, teaching the skills of democracy, the rule of law, individual liberty and mutual respect and tolerance.

## **16.0 RESOURCES**

- 16.1 The Prep School is very well resourced with practical and technological resources for teaching in every area of the curriculum. Each classroom is well equipped, and most subjects have their own resources cupboard which is overseen by the coordinator. Each year group has a set of iPads that are utilised across the curriculum.
- 16.2 In addition, we have separate and fully resourced teaching areas for Computing, Music, Drama, Art and Science and a fully equipped learning support room. We also have a large variety of sports playing facilities for the delivery of PE.
- 16.3 Lingfield College is set in 35 acres of land, therefore we have plenty of opportunity for outdoor learning, including space for our Forest School, and we also encourage regular visits within the locality.
- 16.4 In addition, it is expected that every year group will make educational visits which relate to their learning programme. Years 5 and 6 take part in residential trips. We also actively encourage visitors into our Prep School that can enhance our learning programme.

## **17.0 HOMEWORK**

We aim to establish good relationships with our parents. This joint responsibility for the children's learning begins in Lingfield College Nursery (Nursery) and parents are regularly informed of the learning that is taking place in School. All children are given homework which is an extension of the teaching in the classroom during



that week. Learning objectives are shared with parents, and homework is differentiated and marked. Spellings and shared reading are an intrinsic part of our homework plan. See the Prep Homework Policy (TP-CP-021).

## **18.0 PARENTAL COMMUNICATION AND INVOLVEMENT**

At the beginning of each school term, parents are given a curriculum newsletter that outlines the long-term plan for their child's learning for that term and a class timetable. Weekly newsletters are e-mailed home, and parents are invited into the Prep School to share in their child's learning. In addition, curriculum evenings are held for parents as appropriate to introduce them to the way that subjects are taught in school. We welcome parents support on school trips and sports fixtures as appropriate. (See Parents Handbook).

## **19.0 ACCOUNTABILITY**

- 19.1 All staff are required to keep their planning, evaluations and assessments updated and stored in the correct place on the school servers. Subject Co-ordinators, who have good subject knowledge, are expected to keep the Prep School policy in their curriculum area updated, to review the planning and assessments in their subject area and to keep evidence to show their subject is being taught effectively. (See Subject Co-ordinator information pack). Subject Co-ordinators will liaise with the Prep School Deputy Head about any new curriculum developments so that appropriate budgets can be allocated to different subject areas.
- 19.2 The Whole School Development Plan is produced and renewed on an annual basis. Individual subject Development Plans which have been written by Subject Co-ordinators feed into the overall Development Plan which is easily accessible on the PSC directory, and Subject Co-ordinators are required to continually assess the delivery of their subject against their Development Plans, thus keeping a constant focus on our Teaching and Learning.
- 19.3 The Senior Management Team (SMT), take overall responsibility for the provision of Teaching and Learning in the Prep School and monitor the work of the Subject Coordinators.