



Curriculum (Prep School) Policy

Ref: TP-CP-006

Version: 6.4

Date: 1st August 2019

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Description: This policy outlines Lingfield College Prep's approach to the whole Prep School curriculum.

OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 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 (See Creative Curriculum Policy). 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 Fundamental British Values Policy).
- 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 Gifted and Talented policies support this work.

EYFS (Nursery and Reception Classes)	The children work towards the Early Years Foundation Stage Goals through Child Initiated Play and Teacher led Learning Groups.	
Key Stage One (Year 1 and 2)	Mathematics English Science	Geography Art & Design Technology Music



	Computing PSHE & Citizenship Education Religious Education History	Drama PE French
Key Stage Two (Years 3-6)	Mathematics English Science Computing PSHE & Citizenship Education Religious Education (called Religious Studies and Philosophy in Years 4-6) History	Geography Art & Design Technology Music Drama PE French Spanish – Year 4 & above German – Year 4 & above

- 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 that will equip them for lifelong learning, thus enabling all children to achieve and learn well. Nurturing the individual 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. (See Independent Learning Statement – Appendix A)

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 and PE. Class teachers 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 two Nursery classes and a single Reception class. 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 Planning for Teaching and Learning

- 4.1 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 schools' servers under Junior Staff Common (JSC). 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 which takes into account the specific needs of individual children with Individual Education Plans for SEND or G & T provision or who hold EHC Plans.
- 4.2 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 on JSC, so they are accessible in the case of absence.
- 4.3 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.
- 4.4 Learning Objectives (LO) must be given to the children for each lesson and should be 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.

5.0 Setting

- 5.1 In order to enhance our provision for the needs of different children, pupils are currently set for Mathematics in Years 3 to 6 (from either the start of Year 3 or from the October half term of Year 3 depending on the needs of the cohort) and English in Years 5 and 6. English is taught in mixed ability classes up to Year 5, and Maths is taught in mixed ability classes in Years 1 and 2. There is a Core and an Enrichment Maths set in Years 3 & 4 and there are Embracing, Core and Enrichment Maths and English sets in Years 5 & 6.
- 5.2 We believe that pupils can achieve and make significant progress where work is tailored to individual ability. This is realised through thoughtful planning, team work and knowledge of each child's understanding and capability. Additional support groups are in place to support or extend thinking and problem solving skills.
- 5.3 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 work is differentiated to cater for all ability levels, even within sets, to ensure the children are challenged and maximize their potential.



6.0 Creativity in the Curriculum

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. Please see the Creative Curriculum Policy for further details of how this is achieved.

7.0 Learning Environment

- 7.1 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.
- 7.2 All staff must have high expectations of pupil behaviour. (See Behaviour Management Policy)

8.0 PSHE & Citizenship Education, Fundamental British Values, and SMSC

- 8.1 We provide many opportunities for 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 spiritual, moral, social and cultural (SMSC) standard, and take account of the need to promote an understanding of Fundamental British Values.
- 8.2 Our PSHE & Citizenship Education 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 16 June 2015). 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.
- 8.3 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 KS2 are asked for their feedback on the lesson and their experiences with the teacher.
- 8.4 See also the Collective Worship, RE, PSHECE & PSED/ UW policies.

9.0 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 Marking Policy)



10.0 Evaluations and Assessments

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. 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. In subjects such as English and Maths, where there are regular assessments, they must ensure that data for their subject has been loaded onto JSC. (See Assessment Policy)

11.0 Setting, Able Pupils and SEND

- 11.1 Children are set into ability groups for Maths from after October half term in Year 3. English is taught in mixed ability groups in Years 1- 4 and in ability sets in Years 5 & 6. Planning, spellings and homework are differentiated to match the abilities of the group or class.
- 11.2 Children who show particularly high ability in any area should have enrichment and extension work provided regularly, they should also be encouraged to use Independent Research and the Mathematics programmes to extend their learning. Enrichment Maths is also offered to pupils in Year 1 – 6 who show particular aptitude for the subject, or who demonstrate high assessment scores in that area.
- 11.3 There is an Enrichment Writers club offered in Year 5 & 6, and Enrichment clubs in Spanish, German, French and Art clubs are all 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.
- 11.4 Academic Scholarships and Awards are awarded to internal candidates who show particular all round academic aptitude from the start of Year 4. These students will be offered a programme of extension sessions, based on multiple intelligence theory, across Year 4, 5 & 6 to help them to develop higher level thinking skills and to begin to introduce the need to think 'outside the box' (see Gifted and Talented Policy).
- 11.5 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.
- 11.6 Similarly there are 'Masters' sessions in Maths and English for children who need additional support to meet expectations. (See Maths Policy, English Policy, Homework Policy and Inclusion and Special Educational Needs Policy).

12.0 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.



13.0 Resources

- 13.1 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.
- 13.2 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.
- 13.3 The School (incorporating Lingfield College, Lingfield College Prep, Lingfield College Nursery and Lingfield College Sixth Form) 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.
- 13.4 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.

14.0 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 Homework Policy)

15.0 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).

16.0 Accountability

- 16.1 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 Director of Studies about any new curriculum developments so that appropriate budgets can be allocated to different subject areas.



- 16.2 The Whole School Improvement Plan is produced and renewed on an annual basis. Individual subject Action Plans which have been written by Subject Co-ordinator 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 Action Plans, thus keeping a constant focus on our Teaching and Learning.
- 16.3 The SMT take overall responsibility for the provision of Teaching and Learning in the Prep School and monitor the work of the Subject Coordinators.

Last reviewed March 2019

Next review due March 2020