

## HIGHGATE SCHOOL

# CURRICULUM POLICY

### Pre-Preparatory School

#### **This document contains the following:**

- an introduction to the academic philosophy of the school
- an explanation of how we meet the regulatory requirements for the quality of education provided (curriculum) (ISI Regulatory Requirements Part I (2.1))
- an outline of the structure of the whole Foundation (Pre-Preparatory School, Junior School and Senior School)
- an outline of the three-year cycle of projects
- notes on extra-curricular activities
- notes on curriculum development

#### **This document should be read in conjunction with the following complementary documents:**

- Homework, Assessment and Reporting Policy (ISI Regulatory Requirements Part I (3) (a), (b), (g); (4))
- Learning Support Policy (ISI Regulatory Requirements Part I (2.2) (b), (e), (i))
- Learning Extension Policy
- PSHE scheme of work

### I **Introduction**

Our vision is that all our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of literacy and numeracy. In the Nursery, we lay the foundations for all future learning as children begin to explore and understand the world through a combination of structured and child initiated activities. As children progress through the school we focus increasingly on academic skills and as the children grow in confidence and independence they are introduced to new and challenging experiences to foster independent learning.

There is a strong emphasis on the creative arts, and specialist teaching in ICT, music, drama and P.E. is provided by specialist teachers and sports staff from the Junior School. We also recognise the importance of opportunities for games and playtimes and these form an important part of our daily routine. We take account of the ability of every pupil in order to ensure that each is challenged and his or her talents fostered. When pupils leave the Pre-Prep, we want them to be confident and independent learners who are ready to embrace the challenges of the next stage of their education.

## 2 Meeting the Regulatory Requirements for the Quality of Education Provided (Curriculum)

- a) All pupils of compulsory school age attend school full time.

Class	The School Day
Nursery	8.45 am – 11.45 am Or 12.30 am – 3.30 am
Reception	8.45 am – 3.15 pm
Year One and Two	8.45 am – 3.30 pm

- b) Through the EYFS and the KSI schemes of work, all pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Opportunities for child initiated play, both indoors and outdoors, are integrated into the school day for Nursery children. The children in the Reception classes also have opportunities to engage in free play in their classroom or outdoors as part of their daily routine. In addition, children in Reception, Year One and Year Two have timetabled playtimes outdoors: a twenty minute break in the morning and a thirty minute playtime at lunchtime.

- c) Pupils in Nursery and Reception follow the EYFS curriculum which comprises:

- a. Personal, Social and Emotional Development
- b. Communication, Language and Literacy
- c. Problem Solving, Reasoning and Numeracy
- d. Knowledge and Understanding of the World
- e. Physical Development
- f. Creative Development

In addition, these pupils have a weekly drama lesson and a weekly music lesson with specialist teachers. 'Letters and Sounds' is used for phonic teaching. (ISI Regulatory Requirements Part I (2.2) (h))

- d) Pupils in KSI follow the KSI schemes of work which are based on the National Curriculum:

- a. English
- b. Mathematics
- c. Science
- d. Information and Communication Technology
- e. Design Technology
- f. History
- g. Geography
- h. Art and design
- i. Music
- j. Physical Education (including Games and Swimming)

In addition, the Key Stage One curriculum includes:

- k. PSHE
- l. RE
- m. Drama

KSI English and Maths lessons are based on the Primary Framework. 'Letters and Sounds' is used for phonic teaching. ICT, PE, Drama and Music lessons are taught by specialist teachers. (ISI Regulatory Requirements Part I (2.2) (h))

- e) The subject matter is appropriate for the ages and aptitudes of the pupils, including those with a statement. Subject Coordinators ensure that the content of the schemes of work is suitable for each year group. Teachers take account of gender, race and religion when formulating schemes of work and selecting resources. Lesson plans make provision for differentiation in accordance with the aptitudes of pupils. There is currently no pupil in the school with a statement; when we do have such a pupil, provision is made for that pupil in accordance with the statement, as directed by the Learning Support Coordinator. (ISI Regulatory Requirements Part I (2.2) (c))
- f) Lessons are conducted in English; where English is not the pupil's first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. Where necessary, arrangements to support pupils who speak English as an additional language are made by the Learning Support Coordinator.
- g) We do not currently have any pupils with a statement. If we were to have a pupil with a statement, their provision would be coordinated by the Learning Support Coordinator and the Director of Learning Support who would ensure that the statutory requirements and any individual needs are met. (ISI Regulatory Requirements Part I (2.2) (e))
- h) Personal, Social and Health Education is provided; the Christian ethos of the school sets the standards for personal and social education. In addition to PSHE lessons and 'circle time', these issues are addressed in assemblies and also in Religious Education classes. Many issues are also raised and discussed in other subject areas (e.g. English, Science and Geography). ISI Regulatory Requirements Part I (2.2) (f))
- i) All pupils have the opportunity to learn and make progress. The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. There are no barriers to any pupil taking any subject. Teachers take into account the needs of the pupils, as a class and individuals, when preparing lessons. Teachers take account of Individual Education Plans (IEPs) and additional support is provided by the Learning Support Coordinator and the Learning Extension Coordinator when necessary. ISI Regulatory Requirements Part I 2.2 (i))
- j) The breadth of the curriculum begins to prepare pupils for the issues they will face in adulthood at a level which is appropriate for their age and stage of development. This is supported by activities such as:
  - a. Visiting speakers on topics which relate to the project being studied
  - b. Educational visits

- c. Visits to the local community (e.g. Highgate Allotments; the Mary Feilding Guild Home; 'Teddy Bears' Picnic' with St. Michael's Primary School; Participating in the Highgate Carnival which was organised by Highgate Junior School)
- d. Go Green Week
- e. Charity initiatives such as the sponsored walk for Kirima School in Uganda; the 'Jokes for Uganda' project; a School Council bake sale for the Rivertime Boat Trust.

(ISI Regulatory Requirements Part I (2.2) (j))

- k) All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the adult:child ratios set out in Appendix 2 of *The Early Years Foundation Stage Statutory Framework*, as amended by The Early Years Foundation Stage (Welfare Requirements) (Amendment) Regulations 2008.

EYFS Supervision:

- a. Nursery

There are 17 children in Morning Nursery and 16 children in Afternoon Nursery. In accordance with the requirements of the EYFS Statutory Guidance, the staffing arrangements in Nursery ensure that the children are supervised by a qualified teacher and an early years practitioner with NVQ level 3 at all times. During drama and music lessons the children are taught by members of staff who, based on their qualifications and experience, have been recognised by the Governors as instructors; during these lessons the children are also accompanied by either a qualified teacher or a member of staff with NVQ level 3.
- b. Reception

There are 17 children in one Reception class and 16 in the other. In accordance with the requirements of the EYFS Statutory Guidance, the children are supervised throughout their lessons by their class teachers, both of whom have qualified teacher status. During drama and music lessons the classes are taught by members of staff who, based on their qualifications and experience, have been recognised by the Governors as instructors. The children are taken for ICT lessons in groups of 8 or 9 by a qualified teacher.
- c. Cover at break time and playtimes is arranged to ensure there is adequate supervision (see rota). When both Reception classes are combined at other times (e.g. to listen to a story at the end of the day), they are supervised by a qualified teacher who is accompanied by either another qualified teacher or a member of staff with NVQ level 3.

### 3 The Structure of the Foundation

The structure of the Foundation and its three schools is set out below. Regular meetings between the Principals of each school, Heads of Department and Subject Coordinators enable curriculum coherence and facilitate curriculum change and development.

Age	NC year	Key Stage					
3-4	Nursery	Foundation	Pre-Preparatory School				
4-5	Reception						
5-6	1	KS 1					
6-7	2						
7-8	3	KS 2		Junior School			
8-9	4						
9-10	5						
10-11	6						
11-12	7	KS 3			Senior School		
12-13	8						
13-14	9						
14-15	10	KS 4					
15-16	11						
16-17	12	KS 5					
17-18	13						

#### 4 The Cycle of Projects

The Pre-Preparatory School has a three year cycle of projects which provide a cross curricular theme for each term. All year groups work on the same project each term; this facilitates links between the classes and enables the school to make the best use of specialist resources such as science equipment, visiting speakers and theatre groups. Educational visits are also usually linked to the theme of the current project.

Cycle 1	
Michaelmas	Ourselves and Our School
Lent	Toys and Transport
Summer	Lifecycles and Conservation
Cycle 2	
Michaelmas	Food and Farming
Lent	Famous and Important People
Summer	Sound and Music
Cycle 3	
Michaelmas	Colour and Light
Lent	Materials
Summer	Water

#### 5 Extra-Curricular Activities

Extra-curricular activities (such as drama and gardening) are incorporated into the school day and are used to support teaching in class. For example, gardening may form part of a Science or Geography lesson. All pupils from Reception to Year Two have ceramics lessons for one term each year. All Year Two pupils learn to play the recorder and are members of our Pre-Prep choir; they also have the opportunity to join our lunchtime chess club.

## **6 Curriculum Development**

A review of the KSI curriculum was carried out 2010 – 2011. As a result, new schemes of work for KSI will be phased in from September 2011. These new schemes will follow the existing cycle of projects at the Pre-Prep but will allow for increased opportunities for independent learning, creativity and cross-curricular links. In conjunction with these new schemes, a leaflet giving a brief overview of the project will be sent home at the start of each term; this is intended to facilitate parental involvement and will include key questions or ideas for discussion at home. The implementation and monitoring of these new schemes is being led by the KSI Coordinator.

A review of ICT provision has been carried out by the ICT Coordinator and opportunities to increase the pupils' access to ICT so they can use it to support independent learning were identified. As a result, an additional PC has been installed in each classroom, this has been situated next to the existing PC so that groups of up to four children can carry out research or undertake consolidation activities. We now have a bank of robust digital cameras (suitable for the 3 – 7 age range) which the children can use independently to record their work e.g. construction models, art work or drama activities. The children have also been introduced to simple voice recorders which allow them to independently record information about the activity they are working on; these are also used by teachers to record information and instructions to support independent learning.

Outdoor provision during playtime has been reviewed during a series of staff meetings. As a result, changes have been made to the storage system and the type of equipment on offer in the playground in order to enhance pupils' opportunities for outdoor learning. This project is on-going and is being led by the Playground Working Party.

In 2010 – 2011 the Geography Coordinator arranged for the installation of 8 large planters in the Pre-Prep playground. One planter has been allocated to each class for gardening and in the summer term the children grew sunflowers, tomatoes and lettuce. A wormery has also been installed to increase opportunities for recycling and to provide fertiliser for the planters.

The PSHE curriculum is reviewed annually by the PSHE Coordinator. The provision of PHSE at the Pre-Prep has been supported by the creation of a School Council in the Michaelmas Term 2010. The School Council has increased the opportunities for pupils to take responsibility at school and contribute to the school community.

## PRE-PREP

The 'Letters and Sounds' scheme has now been phased in at the Pre-Prep (Nursery 2009 – 2010; Reception, Year 1 and Year 2 2010 – 2011). Using this scheme across all four year groups has led to greater continuity for pupils and they are benefitting from the equal emphasis that it places on the skills needed for reading and writing.

The appointment of a Pre-Prep Learning Extension Coordinator has led to more systematic implementation and monitoring of our provision for more able pupils. A Learning Extension Policy is now in place and pupils who require extension work over and above the work usually provided in class are given specific targets, strategies and success criteria which are recorded in an IEP. These IEPs are reviewed termly in conjunction with class teachers and parents.

In the Michaelmas term 2010 the Pre-Prep subject coordinators arranged meetings with their counterparts at the Junior School. During these meetings they discussed curriculum and had the opportunity to share good practice.