

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)
- an outline of the three-year cycle of projects
- notes on extra-curricular activities
- a description of the school day
- an outline of the structure of the whole foundation (Pre-Preparatory School, Junior School and Senior School)

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

- Homework, assessment and reporting policy (DCSF Standard I. (3) (a), (b), (g); (4))
- Learning support policy (DCSF Standard I. (2) (b), (e), (i))
- PSHE syllabus (DCSF Standard I. (2) (f))

1 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 peripatetic 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 The Quality of Education Provided (DCSF Standard 1)

- 2.1 All pupils of compulsory school age attend school full time. Pupils in the Nursery (age 3 to 4 years) attend school for three hours each day. (DCSF Standard I.(2) (a))

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- 2.2 All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of 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. (DSCF Standard 1.(2) (a))
- 2.3 The curriculum for Foundation Stage pupils is based on the six areas covered by the Early Learning Goals:
- Personal, Social and Emotional Development (PSHE)
 - Communication, Language and Literacy
 - Problem solving, reasoning and numeracy
 - Knowledge and Understanding of the World
 - Physical Development
 - Creative Development
- 2.4 The curriculum for Key Stage One pupils is based on the programmes of study in the National Curriculum:
- English (including speaking, listening and literacy)
 - Mathematics (numeracy)
 - Science
 - Information and Communication Technology
 - Design Technology
 - History
 - Geography
 - Art and design
 - Music
 - Physical Education
- In addition, the Key Stage One curriculum includes:
- PSHE
 - RE
 - Drama
- (DSCF Standard 1.(2) (a) (b) (c) (f))
- 2.5 Subject Coordinators ensure that the schemes of work for each curriculum area are appropriate for the ages and aptitudes of the pupils in each year group. Class Teachers will liaise with the Learning Support Coordinator to adapt the schemes of work where necessary to cater to the needs of pupils who have been identified as gifted and talented or those who require learning support including those pupils with a statement. The Subject Coordinators and Class Teachers ensure the curriculum caters for the needs of individual children of both sexes and from all ethnic and social groups in order to ensure all pupils have the opportunity to learn and make progress. (DSCF Standard 1.(2) (b) (e) (i))
- 2.6 The content of the curriculum in the Foundation Stage and Key Stage One begins the process of preparing the children for the opportunities, responsibilities and experiences of adult life. The curriculum in each Key Stage is designed to facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so

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that they may become independent, responsible, useful, thinking, confident and considerate members of the community. (DSCF Standard 1.(2) (j))

3 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

(DSCF Standard 1.(2) (a) (b))

3 Extra-Curricular Activities

Extra-curricular activities for Pre-Prep pupils are incorporated into the school day. All pupils from Reception to Year Two have the opportunity to have ceramics lessons for one term each year. Year Two pupils have the opportunity to learn to play the recorder and join a lunchtime chess club. (DSCF Standard 1.(2) (a) (b))

4 The School Day

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 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.

Class	The School Day
Nursery	8.45 am – 11.45 am Or 12.30 am – 3.30 am

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Reception	8.45 am – 3.15 pm
Year One and Two	8.45 am – 3.30 pm

(DSCF Standard 1.(2) (a))

5 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						

(DSCF Standard 1.(2) (a) (i))

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