

# Curriculum Policy

Pre-Preparatory School

Policy Owner(s)	Deputy Principal Pre-Preparatory School (Curriculum)
Approved by	Pre-Preparatory Principal
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## 1. Introduction

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) **[ISSRs 2014, Part 1, Paragraph 2]**
- an outline of the structure of the whole school (Pre-Preparatory School; Junior School; Senior School)
- an outline of the cycle of projects
- notes on extra-curricular activities
- notes on curriculum development
- notes on promoting fundamental British values

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

- Homework, Assessment and Reporting Policy **[ISSRs 2014 Part 1, Paragraph 3 (a), (b), (g); Paragraph 4]**
- Learning Support Policy **[ISSRs 2014 Part 1, Paragraph 2 (1) (b), (2) (h)]**
- Learning Extension Policy

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 Reception, 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 music, drama and SpEx is provided by specialist teachers and sports staff from the Mallinson Sports Centre. We also recognise the importance of opportunities for play and child led learning 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)

### 2.1. Full-time supervised education

**[ISSRs 2014 Part 1, Paragraph 2, (2) (a)]**

All pupils of compulsory school age attend school full time.

Class	The School Day
Reception	8.45 am – 3:30 pm
Year One and Two	8.45 am – 3:30 pm

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 The Early Years Foundation Stage Statutory Framework. The children are supervised throughout their lessons by their class teachers, who have qualified teacher status. During drama, SpEx and music lessons, the children are taught by specialist teachers. Early Years Practitioners support teachers during class and specialist lessons.

Cover at break time and playtimes is arranged to ensure there is adequate supervision. When both Reception classes are combined at other times (e.g. to listen to a story at the end of the day), appropriate ratios are maintained.

## 2.2. Speaking, listening, literacy and numeracy skills

[ISSRs 2014 Part 1, Paragraph 2 (2) (b)]

Through the EYFS Statutory framework and long term and medium term plans for KS1 all pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Opportunities for child led play, both indoors and outdoors, are integrated into the school day for Reception children. The children in the KS1 classes also have planned opportunities to engage in free play in their classroom or outdoors as part of their daily routine. In addition, children in Year One and Year Two have timetabled playtimes outdoors: a twenty minute break in the morning and a thirty minute playtime at lunchtime.

## 2.3. Language of instruction

[ISSRs 2014 Part 1, Paragraph 2 (2) (c)]

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.

## 2.4. Personal, social, health and economic education (PSHEE)

[ISSRs 2014 Part 1, Paragraph 2 (2) (d)]

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 lessons. Many issues are also raised and discussed in other subject areas (e.g. English, Science and Geography).

## 2.5. Curriculum

[ISSRs 2014 Part 1, Paragraph 2 (2) (h)]

(i) Pupils in Reception follow the EYFS curriculum which is split in to seven areas of learning:

three prime areas:

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

and four specific areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

In addition, these pupils have a weekly drama lesson, PE lesson and music lesson with specialist teachers. ‘Letters and Sounds’ is used for phonic teaching.

(ii) Pupils in KS1 follow plans which are based on the National Curriculum and all subjects are taught in a cross curricular way through our cycle of projects:

- a. English
- b. Mathematics
- c. Science
- d. Computing
- 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. PSHEE
- l. RE

m. Drama

KS1 English and Maths lessons are based on the National Curriculum. 'Letters and Sounds' is used for phonic teaching. PE, Drama and Music lessons are taught by specialist teachers.

## 2.6. Programme of activities, opportunity to learn and make progress

[ISSRs 2014 Part 1, Paragraph 2 (2) (f), (g), (h)]

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. Teachers take into account the needs of the pupils, as a class and individuals, when preparing lessons. Teachers take account of Target Plans and additional support is provided by the Learning Support Coordinator.

The subject matter is appropriate for the ages and aptitudes of the pupils, including those with learning difficulties or with an EHC plan. Subject Coordinators ensure that the content of their skills list is suitable for each year group. Lesson plans make provision for differentiation in accordance with the aptitudes of pupils. Provision is made for pupils with an EHC plan in accordance with the statement, as directed by the Learning Support Coordinator.

## 2.7. Life in British society

[ISSRs 2014 Part 1, Paragraph 2 (2) (i)]

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:

- Visiting speakers on topics which relate to the project being studied
- Educational visits
- Visits to the local community (e.g. the Mary Feilding Guild Home and 'Teddy Bears' Picnic' with St. Michael's Primary School, Highgate Wood.

Charity events such as the sponsored walk for Kirima School in Uganda; raising money for the Georgie Willett Fund for Brain Tumours UK, Barnardo's Big Toddle, Children with Cancer UK, the Cystic Fibrosis Trust and the Muswell Soup Kitchen.

# 3. The structure of the School and its curriculum

## 3.1. The structure of the School and its three sections

Regular meetings between the Heads of the three schools, between the Deputy Head (Academic) and/ or his assistants and Directors of Studies and between Heads of Departments and other Subject Coordinators enable curriculum coherence and provide for curriculum change and development.

Age	NC year	Key Stage				
4-5	Reception	EYFS	Pre-Preparatory School			
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

A review of the balance of our Projects is carried out annually with updates being made to projects to ensure they challenge and excite the pupils. We have introduced cross curricular themes for each term. To ensure learning is relevant and to enable cross year group participation, the summer term project involves the whole school and is based on a theme involving sustainability.

Educational visits are also usually linked to the theme of the current project.

	Reception	Year One	Year Two
<b>Michaelmas</b>	Welcome to Highgate!	Great Explorers	Journeys
<b>Explore</b>	Shapes of family	Winter Festivals	
<b>Lent</b>	Community Heroes	The Great Fire of London	Champions for Change!
<b>Power</b>		Wildfires	

Summer	Creature Comforts	Food for thought!	Secret Life of Plants
	Growth		Carnival!
	Global Picnic		

## 5. Extra-curricular activities

Extra-curricular activities (such as drama, cycling, philosophy, chess, football coaching) are incorporated into the school day during lunch breaks and are run by school staff. All Year Two pupils learn to play the recorder and are members of our Pre-Prep choir. After school clubs offered are; Mini Movers, Teddy Tennis, Football and Debutots (a singing and movement class). These are run by external providers.

## 6. Fundamental British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage and Key Stage One Curriculum.

### Democracy: making decisions together

- Staff encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, we demonstrate democracy in action, for example, children voting on choice of dessert in Pupil Council.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### Rule of law: understanding rules

- Staff ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.



- At the start of the year, we collaborate with children to create classroom rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.
- During assemblies, our school Golden Rules are discussed and children are awarded special awards for following the rules.

#### Individual liberty: freedom for all

- Children develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss opinions and ideas about current affairs.

#### Mutual respect and tolerance: treat others as you want to be treated

- We develop an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage, explain and model the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

## Table of substantive changes

Paragraph	Detail of Change	Date	Owner
All	Reformatted and updated to reflect current provision	September 2023	EE

**HIGHGATE**

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