

Curriculum Policy

Whole School Policy including EYFS

“Twickenham Preparatory School seeks to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically.”

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Approval Body:	Board of Governors
Authorised by Chair of Governors:	
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1. Introduction

The School's curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Foundation Stage Curriculum, the National Curriculum and the Common Entrance syllabus, but also the various extra-curricular activities that the School organises in order to enrich the pupils' experience. It also includes the 'hidden curriculum' – what the pupils learn from the way they are treated and how they are expected to behave. The School wants pupils to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. Above all, we believe in making learning fun.

2. Values

The School values:

- Pupils uniqueness, listening to their views, and promoting respect for diverse cultures
- The spiritual, moral intellectual and physical development of each pupil
- The importance of each person in our community, and organise the curriculum to promote inclusion, co-operation and understanding
- The rights enjoyed by each person in our society respecting each pupil for who they are, treating them with fairness and honesty
- A strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated

3. Aims and Objectives

The aims of the school curriculum are:

- To enable pupils to learn, and develop their skills, to the best of their ability
- To enable all children to make good progress according to their ability
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach pupils the basic skills of literacy, numeracy and Computing
- To enable children to challenge themselves physically in a wide range of sports
- To enable pupils to be creative and to develop their own thinking
- To teach pupils about the developing world, including how their environment and society have changed over time
- To fulfil our obligation to actively promote fundamental British values, as well as spiritual awareness in all pupils
- To enable pupils to be positive citizens respecting the contribution made by other cultures
- To teach pupils to be aware of their spiritual development, distinguishing right from wrong
- To help pupils understand the importance of truth and fairness
- To enable pupils to develop self-esteem, and to live and work co-operatively with others

4. Organisation and Planning

The curriculum is planned in three phases:

- 4.1. A scheme of work is agreed for each year group indicating the topics to be taught each term, and to which pupils. This scheme of work is reviewed regularly.
- 4.2. Medium-term plans are produced giving clear guidance on the objectives and teaching strategies for each topic.
- 4.3. Short-term plans are those that academic staff write on a weekly or daily basis. These set out the learning objectives for each session, and identify what resources and activities are needed. There is no common format for the short-term planning as it is viewed that, as professionals, teachers should use a format that suits their own style of planning and delivery.

In the Foundation Stage and up to Year 2 pupils are taught by a class teacher with subject specialist teaching in French, Computing, Music, PE/Games and Think Tank.

In Year 3 pupils are taught by a class teacher with subject specialist teaching in Art, French, Computing, Music, PE/Games and Think Tank.

From Year 4 upwards, pupils are taught by specialist teachers in all subjects. Where practical two teachers are sometimes timetabled together to enable small group work to take place.

5. The Curriculum and Inclusion

The school curriculum is designed to be accessed by our pupils. If pupils have special needs, the school endeavours to meet these individual needs, with reasonable adjustments under the Equality Act 2010 and Special Needs and Disability Act 2001.

The School fulfils its obligations for SEND in accordance with the SEND Code of Practice, January 2015 in providing for children with identified special needs. The school is committed to providing an environment that allows children with a variety of disabilities full access to all areas of learning. In order to support children who have

SEND the school adopts a graduated response that recognises there is a continuum of special educational needs. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised. The Head of Learning Support works with the staff in determining the adjustments and teaching which would be most effective for the pupil.

The School provides an Individual Learning Profile for pupils who require SEN support. This sets out the nature of the special need, and outlines how the School will aim to address it. It also informs staff about any specialist support or therapies the pupil is undergoing as well as providing strategies and recommendations for each individual pupil.

The School is committed to meeting the needs of any gifted or talented pupils within the School, planning extension activities as appropriate.

Please see the SEND Policy for greater detail.

6. Personal, Social, Health & Economic Education (PSHE)

Personal, Social, Health and Economic Education is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and well-being. We aim to equip the children with the knowledge and skills, including decision making, resilience and self-understanding in order to lead confident, safe, healthy and independent lives.

We aim to help them understand how they are developing personally and socially to foster positive relationships and tackle many of the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

Pupils are encouraged to take part in a range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and the wider world.

Pupils learn to recognise their own worth, collaborate with others and become increasingly responsible for their own learning, understanding that the decisions they make are determinants of their own success and well-being.

We aim to develop pupils' spiritual understanding and appreciation of the non-material aspects of life.

We promote values of recognising the worth of each pupil, celebrating their individualism, and enjoying and nurturing their contribution to the School Community. Calmness, courtesy, courage and consideration are at the heart of our aims and ethos.

Please see the PSHE Policy for greater detail.

7. Fundamental British Values

As a school, we value and celebrate the diverse heritages of everybody at Twickenham Preparatory School, but alongside this we value and celebrate being a part of Britain.

British values are actively promoted in much of what we do, during school assemblies, RS and PSHE sessions. These values are also integral to the School's vision and values.

As well as actively promoting British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

8. Careers Education and Guidance – Y7 and Y8

Careers Education and Guidance is statutory for Years 7 and 8 and is taught through the PSHE programme of study and through our enrichment programme.

Please see the Careers Policy for greater detail.

9. The Early Years Foundation Stage

In the framework it states, 'Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances' (Statutory Framework for the Early Years Foundation Stage (updated 2018)', p.5).

Furthermore, 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity' (Statutory Framework for the Early Years Foundation Stage (updated 2018), p.9).

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (described below)
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

There are seven areas of learning and development that must shape educational programmes in the early year's settings. All areas of learning development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Practitioners support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Therefore, our curriculum planning focuses on the above. EYFS practitioners consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We recognise that children develop in different ways and at different rates, and that all seven areas of learning and development are equally important and inter-connected. Please refer to the Early Years Foundation Stage Policy for more detail.

Twickenham Preparatory School fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. We aim to promote 'teaching and learning to ensure children's school readiness and give the children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life" (Statutory Framework for the Early Years Foundation Stage (updated 2018) p.8).

Teaching builds on the experiences of these young children. We do all that we can to build positive partnerships with parents in order to forge firm foundations for future learning.

Throughout the year, regular observations and assessments are completed and kept in Learning Journals, and the Early Years Foundation Stage Profiles are completed in the summer term. Formative and summative assessments form an important part of the future curriculum planning for each child.

The curriculum taught in Reception meets the requirements in the revised National Curriculum at Foundation Stage. Planning focuses on Early Learning Goals and on developing pupils' skills and experiences through play and in well-planned, structured activities including STEM and Nature Trail where we can focus in particular on the characteristics of learning. Each term teachers assess the skills and development of each pupil, recording this in the Foundation Stage Profile. This assessment is vital for the future curriculum planning for each pupil.

10. Key Skills

The following are 'key skills' at the School:

- Communication
- Application of number
- Information technology
- Working with others
- Improving one's own learning and performance
- Problem-solving

In our curriculum planning, we emphasise these skills, so that pupils' progress can be identified and monitored.

11. The Role of the Head of Department (HOD)

- To provide a strategic lead and direction for the subject
- To support and advise colleagues on issues related to the subject
- To monitor pupils' progress in that subject area
- To provide efficient resource management for their subject

Heads of Department have non-contact time each week to enable them to carry out their duties. This includes keeping up-to-date with developments in their subject, reviewing how the subject is taught in school and planning improvements. They examine medium-term planning and ensure that appropriate teaching strategies are used. Head of Departments also have responsibility for monitoring the way in which resources are stored and managed.

12. The Role of the Pre-Prep Subject Co-ordinator

To support and liaise with the Head of Department in reviewing, planning and monitoring the teaching of the subject in Pre-Prep and in the development of whole school policy and planning.

13. Monitoring and Review

The Director of Studies monitors the way in which the school curriculum is implemented and is responsible for the day-to-day organisation of the curriculum. This includes monitoring the medium-term plans for all teachers, ensuring that all classes are taught the full requirements of the schemes of work and that all lessons have appropriate learning objectives. Each subject area is reviewed by the Head of Department and Director of Studies annually.

Work scrutiny takes place on a regular basis, and is coordinated by the Director of Studies; feedback is provided to ensure standards throughout the School are consistently high.

Heads of Department monitor the way their subject is taught throughout the School and have responsibility for monitoring the way in which resources are organised and managed.