



Brentwood School

PREPARATORY

CURRICULUM POLICY

This policy is applicable to all Preparatory pupils including those in the EYFS.

Introduction

The 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 National Curriculum and the Early Years Foundation Stage (EYFS), but also other subjects (such as French, Mandarin, Spanish, Drama, Latin, Dance and swimming) and the range of co-curricular activities that the school provides in order to enrich the children's education. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into healthy, positive, responsible people, who can work and co-operate with each other while developing knowledge, understanding and skills, so that they achieve their true potential. We have an extensive co-curricular programme. A range of enrichment days are organised throughout the year to bring many facets of learning under one focus (such as day trips and residentials, book character day, bygones week, enrichment week, for example) and these days involve co-operation by all taking part. A variety of after school clubs and lunchtime activities are also on offer throughout the Prep school.

Personal, Social, Emotional, Health, Citizenship, as well as Economic, Education is a fundamental part of the curriculum. Through well-structured circle times, a variety of assembly styles and good role models amongst staff and pupils, children are equipped with the skills and knowledge to stay safe and healthy, to make good relationships and to understand the expectations of behaviour towards each other throughout EYFS and KS1. From KS2, this is built upon by timetabled PSHE/Lifeskills lessons for each class, which cover topics such as e-safety, healthy life-style, citizenship, drugs awareness, friendship and relationships (including sex education), as well as promoting fundamental British Values throughout the Prep School. Please refer to our PSHE/lifeskills policy for details of specific coverage. Copies of curriculum maps for each of the year groups are accessible to parents via our Google site. There is a Curriculum Evening for parents at the start of each academic year.

The curriculum is reviewed on an annual basis by senior staff and the Governors' Prep Education Committee. Discussions about curriculum change will occur throughout the academic year. Any potential changes to the curriculum must be brought to the attention of the Deputy Head (Kerry Cooke) and/or Head of EYFS and KS1 (Vanessa Audas), which will be subsequently discussed at SMT meetings and then the Governors' Prep Education Committee.

Values

Our school curriculum is underpinned by the school's motto: *Virtue, Learning and Manners*. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum (these are paraphrased in the Parents' Handbook):

- We value the way in which all people are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each person in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We actively promote fundamental British Values.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations.

Aims and objectives

The aims of our school curriculum are:

- to enable **all** children to learn and make progress, be challenged and develop their skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of speaking and listening, literacy, numeracy and information technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society and promote fundamental British values.

Organisation and Planning

We plan our curriculum in three phases. We agree long-term plans which indicate the skills and topics to be taught in each term and to which groups of children. We review our long term plan on an annual basis. With our medium term plans, we give guidance on the objectives, success criteria and teaching strategies that we use when teaching each topic, including suggested resources, activities, ways to differentiate and cross-curricular links.

The National Curriculum is often used as a basis for the long and medium term plans for KS1 and 2. We create expectations for each year group in each subject area, which also help to inform schemes of work and the assessment of these. We ensure our schemes of work do not undermine fundamental British values.

In the EYFS, the *prime* areas of study are:

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

And four *specific* areas:

- Literacy;
- Mathematics;
- Understanding the world;

- Expressive arts and design.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session, to suggest the success criteria by which we judge these objectives to be met, and to identify the actual resources and activities we are going to use in the lesson, including how these may need to be differentiated to meet individual needs and the deployment of support staff.

The Headmaster (Jason Whiskerd) is responsible for the overall planning and organisation of the curriculum, which is supervised and reviewed by the Deputy Head with academic responsibility (Kerry Cooke) and Head of KS1/EYFS (Vanessa Audas). Heads of department/subject co-ordinators ensure that their subject provides continuity and progression from the EYFS to the beginning of Key Stage 3 and, in so doing, liaise with staff in all phases, including Senior School Staff. Phase leaders for EYFS, KS1 and 2 are key to ensuring this liaison is effective.

Whilst the continuity of a form teacher, who knows the pupils well, is a priority, specialist teaching is an important part of our curriculum. In all year groups, children are taught by a specialist music teacher. A foreign language specialist is engaged to teach French from year 1 upwards, Spanish from year 3 and Chinese from year 5. Children from year 3, are increasingly taught by specialist teachers using specialist facilities for each subject area. This helps to provide a stimulating and challenging curriculum in which our children are best able to thrive.

Children with Special Educational Needs and Disabilities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Those pupils identified with special learning needs - Specific learning difficulties and disabilities (SEND), English as an additional language (EAL) or who are especially Able/Talented - are supported and enriched primarily through quality-first teaching. This may mean they are supported in the classroom by Teaching Assistants/Learning Support teachers or withdrawn in small groups, as well as by teachers differentiating resources or activities. Pupils on our learning support register have pupil profiles which identify areas and targets upon which to focus, and meetings are held to discuss these needs with parents and the pupils. Some pupils have Educational Psychologist reports, or diagnosis from external professionals. It is rare for our pupils to have an Education, Health and Care (EHC) Plan. Where EYFS pupils have English as an Additional Language the School provides opportunities for the children to develop and use their home language in play and learning and provides additional support, when required, for their English language development. If a child does not have a strong grasp of the English language, we liaise with parents and/or carers regarding their home language, to establish whether there is cause for concern about language delay. Please refer to the Special Educational Needs and Disabilities, and Academic Enrichment, policies for particular details.

We have a SENDCO in both KS1 and KS2 who co-ordinate this provision throughout the Prep School.

The Role of the Subject Co-ordinator/Head of Department

A Subject Co-ordinator is responsible to the Headmaster, through the Deputy Head with academic responsibility or Head of KS1/EYFS, for the effective delivery of the curriculum. He/she is expected to follow the guidance in the Curriculum Management Matrix in order to:

- Ensure that a relevant scheme of work is maintained and reviewed regularly and that subject policy is implemented. Copies of up to date schemes and policies should be given to the Deputy Head with academic responsibility, Head of KS1/EYFS and displayed on the computer google-drive.
- Ensure that curriculum maps reflect current topics and keep these up to date on the school's google-site.
- Lead the teachers of the subject, offering help and guidance where necessary.
- Hold formal subject meetings, submitting minutes to the Deputy Head with academic responsibility and Head of KS1/EYFS at least twice a year.
- Manage the subject budget effectively and ensure that the subject is appropriately resourced.
- Design, implement and evaluate annual and three-year subject development plans.

- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that there is an appropriate subject assessment policy and that subject staff implement regular and effective assessments including, where necessary, formal examinations.
- Monitor standards of teaching and learning in accordance with our monitoring and evaluation policy.
- Publish the above information in a subject handbook and ensure that all copies of this handbook are regularly updated, both in hard copies and on the S:drive.
- Attend Heads of department/Subject Co-ordinators meetings.
While responsibility for these areas lies with the Subject Co-ordinator, it should be recognised that good practice requires consultation with subject staff about all matters that influence their work.

Monitoring and Review

The Head of the Preparatory School, Jason Whiskerd, is responsible for monitoring the way the school curriculum is implemented, in consultation with Deputy Head, Kerry Cooke, and Head of KS1/EYFS, Vanessa Audas. A curriculum management matrix enables subjects within the curriculum to be reviewed on a regular cycle by the Prep SMT and phase leaders for EYFS, KS1 and KS2.