



Woodbridge School Prep

Curriculum Policy

Introduction:

Our School's curriculum is all the planned curricular and extra-curricular activities that we organise in order to promote learning, personal growth and development. It includes the Early Years Foundation Stage, recognises all elements of the National Curriculum and reflects the 'hidden curriculum' which helps pupils learn from the way they are treated and how they expect others to behave towards them.

We seek to achieve the highest standards of attainment for all our children. Key to enabling every child to become the best version of themselves they can be, our CLICK attributes (Communication, Leadership, Independence, Collaboration and Kindness) permeate the Woodbridge School Prep curriculum. This includes both academic achievement and development of learning skills required in the wider world. We want children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time developing their knowledge and skills. We aim to prepare pupils for the opportunities, responsibilities and experiences of life in British society.

In line with current guidance, the written policy, plans, and schemes of work;

- take into account the ages, aptitudes and needs of all pupils including those with an EHC plan and learning difficulties, those with learning difficulties and/or disabilities, and those for whom English is an additional language, allowing them to acquire skills in speaking and listening, literacy and numeracy.
- support the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- allow all pupils to have the opportunity to learn and make progress

School aims:

We are a community in which the quality of relationships is given the highest priority. Our pupils, parents and staff work together for the benefit of each other and the wider community.

We help our pupils develop into happy, confident, caring, resilient young men and women.

We provide a high quality, innovative curriculum which enables all pupils to enjoy their studies and become independent, confident learners.

Every Woodbridgian is known and valued. We provide individual, personal guidance and support to help our pupils thrive, negotiate risk and make good life choices.

We provide an exceptional and wide range of extra-curricular activities so pupils find and develop their talents. We want pupils to love school, be in their element and know their self-worth.

We aim for all pupils to develop the essential skills, attributes and mind-set that will enable them to pursue their aspirations and ambitions beyond Woodbridge School.

The School reinforces its aims and ethos through the Personal, Social, Health, Citizenship and Economic Education programme which encourages respect for all other people regardless of their ability, gender, race, religious affiliation and sexual orientation. This is developed further through the Form Teacher support network.

Academic Aims and objectives:

To provide a broad, stimulating and balanced education regardless of age, ability, gender, religious beliefs and sexual orientation. *Please also see SEND Policy, Equal Opportunities Policy, PSHCEE policy.*

Our curriculum provides full-time supervised education for pupils of compulsory school age and covers the following areas:

- Language and communication (speaking, listening & literacy)
- Mathematical studies (numeracy)
- Scientific studies
- Creative and aesthetic activities
- Physical Education
- Religious, Spiritual, Moral, Social and Cultural education
- Technological education
- Human and Social Education
- Environmental education

Academic organisation:

Spiritual, moral, social and cultural education is taught throughout Woodbridge School Prep through the RS curriculum, assemblies, St. Mary's Church assembly, the school rules, PSHCEE and daily interaction.

Early Years Foundation Stage

(Please see EYFS Policy for further detail)

The EYFS curriculum is planned to provide a structured and stimulating environment to cover all areas of a child's learning and is designed to be flexible and to include the interests of the children. A topic based approach with a different topic each half term aims to incorporate as much of the curriculum as possible.

There are seven areas of learning and development that shape the educational programmes at this stage.

Three areas are particularly crucial for igniting curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These **Prime Areas** are:

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

These areas are supported by a further four **Specific Areas**, which are:

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

Details of how these areas are taught in the class is included in the Information for Parents Booklet provided to parents at the start of Reception. In order to support the seven areas of learning and development there is access to devices, the interactive whiteboard and programmable toys. The pupils in the EYFS benefit from specialist teachers in the following subjects:

- Music
- PE
- Drama
- Spanish

The children can also take part in extra-curricular clubs.

(Years 1-2)

Children in Years 1 and 2 continue to learn through a topic based curriculum. Much of their learning is structured within a different topic each half term. Within this, the children study English, Mathematics, Science, Design and Technology/Art, Computing, History and Geography. RS and Mathematics are usually taught as discrete subjects. The children continue to benefit from specialist teaching in PE, Music, Drama and Spanish. PSHCEE is delivered through one lesson per week and often takes the form of circle time. Details of each subject are included in our Year Group Curriculum Guides. In Year 2 pupils learn to play the recorder and attend swimming lessons. To enrich the children's learning additional 'special events' are planned into the curriculum. All children take part in assemblies including those covering British Values, Personal Development, bible stories as well as hymn practice. All lessons and subjects are taught in form classes.

(Years 3 and 4)

Pupils study English, Mathematics, Science, Food Technology, Computing, History, Music, Drama, Geography, RS, PSHCEE, Art, Spanish, PE and Games (Year 3 also swim).

(Years 5 and 6)

Pupils study English, Mathematics, Science, Engineering, Computing, History, Music, Drama, Geography, RS, PSHCEE, Art, Spanish, PE and Games.

Depending upon the ability range within specific cohorts, some grouping of Maths and English may be employed as a strategy to support or stretch pupils in the Prep years. It is recognised that all pupils progress when high expectations are set for them and a positive growth mind-set is encouraged.

The Prep reinforces its aims and ethos through the PSHCEE programme which is taught once a week to all classes as a curriculum subject. Mindfulness practices are incorporated into the weekly plan and pupils in Year 3 study a planned programme. The Prep seeks to provide its pupils with an excellent preparation for the opportunities, responsibilities and experiences of life and to prepare them for further development as they transfer to senior school.

Each subject has a teacher responsible for coordinating it, overseen by the Director of Studies. Heads of Department at the Senior School have an annual liaison meeting with the teacher responsible for that subject at The Prep to ensure continuity of content and skills. ~~Teachers responsible for subjects also meet with their subject counterparts at The Pre-prep for the purpose of liaison.~~

All classes attend Hymn Practice and assemblies.

The lessons are 40 minutes in length. There are occasions when double periods are timetabled.

Planning:

Each subject has a subject coordinator who provides a strategic lead and direction for the subject. The coordinator is responsible for monitoring, resourcing and supporting teachers in their particular subject. The coordinator also ensures that the correct curriculum is being followed, progress is being made and marking follows the marking policy and is up to date. Curriculum links are also made between all year groups and subjects via co-ordinators meetings to ensure continuity of education.

We agree a long-term plan for each year group covering every subject. This indicates what topics are to be taught in each term. We review this long-term plan on an annual basis and amend if needed.

In addition to long-term plans we give clear guidance on the objectives for each topic through schemes of work/medium term planning.

In the Early Years Foundation Stage, and at Key Stage I, we adopt a topic based approach to our curriculum planning, encouraging children to make links in their learning across the curriculum and to have time to engage with their learning at a deeper level. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Monitoring and review:

The Director of Studies, Deputy Head of Prep and ~~Deputy Head of The Pre-prep and EYFS~~ Manager are responsible for the day-to-day organisation of the curriculum. They monitor the teachers' planning and ensure that lessons have appropriate learning objectives based on the National Curriculum.

This policy is monitored by the Senior Leadership Team and is reviewed annually.

Extra-curricular activities:

Extra-curricular activities support and encourage pupils to develop areas of interest and excellent communication skills. We offer a wide range of clubs and activities both at lunch time and after school.

Inclusion:

The curriculum is designed to be accessed by all children who attend the school. If a child has an area requiring additional support we comply with the requirements set out in the SEN Code of Practice. The school provides an Individual Education Plan for each child who is on the Learning Support database. This outlines how the school will aim to address specific needs and is shared with parents and regularly updated.

Please also see the Special Educational Needs and Disabilities Policy.

Quality of Teaching

Policy Statement

This policy is to be read in conjunction with the *Behaviour Policy*, which includes statements on ensuring quality of learning in lessons and *EAL Policy*.

Teaching is the core activity for staff at Woodbridge School Prep. Its primary objective must be to stimulate learning and the love of it in our pupils, including the acquisition of learning attributes, new knowledge, skills and the ability to self-evaluate their performance.

It is each teacher's responsibility to ensure that the quality of his or her teaching continues to improve. The subject coordinator, will as part of his or her job description, annually attend and evaluate lessons as will, from time to time, members of the Senior Leadership Team. Informal peer observation of lessons is also internally organised.

Procedure

Teachers should ensure that all lessons are as close as possible in content to the following:

- Pupils acquire new knowledge and skills. Pupils can identify their progress made in lessons.
- Pupils have opportunities to acquire skills in literacy, speaking, listening, grammar, syntax, texts, numeracy, ICT and reasoning.
- Teaching stimulates a pupil's interest in their learning and their ability to think and learn independently as well as develop CLICK attributes.
- Teaching includes well planned lessons and a variety of applicable and approachable teaching methods. The teaching should be put in context relative to the prior attainment and ability of pupils.
- Effective teaching is linked to learning outcomes, has high expectations, caters for and accommodates all needs.
- Teachers demonstrate excellent subject knowledge and understanding of the subject material.
- Teaching staff use the School's assessment and reporting procedures to ensure that pupil performance is evaluated and communicated to pupils, class teachers, SLT and parents/guardians.
- Be aware of good practice:
 - a. Ensure the classroom environment is conducive to learning
 - b. Well managed behaviour
 - c. Punctual and well planned lessons
 - d. Clutter-free and organised classrooms
 - e. Clear Learning Objectives, identified in planning,
- Encourage children to take calculated risks with their learning; to understand we learn from mistakes.
- To promote British Values.

Woodbridge School Prep ensures that the above objectives are applied to all pupils regardless of ability or SEND and those for whom English is an additional language.

Quality of Written Work

Policy Statement

The policy exists to ensure that there is a consistent expectation in the quality of written work and that consistent action is taken if that quality is not reached.

Procedure

Teachers must ensure that all work set

- Is clearly explained in terms of quality and quantity expected.
- Is stimulating and designed to reinforce or progress learning.
- Is expected within an appropriate and reasonable time period.

Pupils must:

- Show care in the detail, content and presentation of work, and follow SPAG guidelines.
- Correct incorrect work or complete work that they were previously unable to do, where appropriate.
- Hand in all work by the deadline set.
- Ensure work is presented clearly and in a legible manner so it is easy to learn or revise from.

Further details of practical information is contained in the Appendix.

APPENDIX A

Expectations for Teaching Staff

- We are the most important role model for presentation and high expectations.
- All handwriting which is on display should be legible, consistently formed and neat.
- When sticking worksheets in books, ensure they are straight and cut to size.

Use of pencils and pens

- Years R- 3 children will write in pencil with a sharp point.
- Felt pens should not be used in exercise books, although they can be used on paper which is then stuck into the child's exercise book (at the teacher's discretion).
- All children will work in pencil for Mathematics.

Handwriting

- Handwriting is reinforced as an integral part of spelling lessons and can be practised in the session before lessons begin.
- All subject teachers have a responsibility for ensuring the standard of written work is upheld.

Expectations for layout

- Only the pupil's name, Teacher's name, class and subject will be written on the covers of exercise books.
- Both sides of the paper should be written on.
Each piece of work must be dated.

Layout in Mathematics

- The short date should be written towards the left hand side.
- The Learning Objective should be written underneath. In the Pre-prep it is stuck in.
- Each digit should be written in a square to assist with understanding place value.
- Any corrections should be written again, rather than being altered on the original calculation.

Layout in Written Work

- Date and Learning Objective must be included in all work.
- Diagrams/maps and tables must be drawn in pencil.
- Any colouring should be done using coloured pencils.
- Labels should be written in pen or pencil as appropriate for age.
- Incorrect work should be rubbed out carefully if it is in pencil or a neat line drawn through it if it is in pen.

Outcomes of Presentation Procedure

- Children of all abilities are able to present their work to the highest possible standard, increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all children.
- Children are able to self-evaluate their learning easily, reading their own work without difficulty. Children may require adult support to read their own work in the Pre-prep.

Monitoring of the Presentation Procedure

- The subject coordinators and Senior Leadership Team will monitor books periodically to ensure that the policy is being implemented consistently.

Additional Procedures (The Prep)

- If a child is absent for a piece of work then the date, Learning Objective and the reason should be written in the book. Another child's work could be photocopied and stuck in or teacher notes given.
- Any set work, eg homework, should be caught up.
- Pens should be used for written work from Year 4 onwards, at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- A Pen Licence will be awarded to children when the class teacher feels that they are ready to write in pen. (see guidelines)
- The date and Learning Objective should be underlined.

For Maths:

- A margin must be drawn on the left hand side of three squares. If necessary a page can be divided into two by a centre margin.
- Children use 7mm squared paper.
- All lines should be drawn using a ruler.
- All tables, graphs, diagrams and shapes should be drawn using a pencil and ruler.

In Written Work:

- The date should be written on the left hand side.
- The Learning Objective should be written underneath. The date and Learning Objective should be underlined.
- Rulers must be used for any diagrams that have straight sides.

Rewards

- Teachers will give House Points to reward good presentation.

INSERT HYPERLINK TO MARKING< ASSESSMENT AND FEEDBACK POLICY

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