



Warwick Preparatory School



## Curriculum Policy

**Last Review:** Spring 2018

**Next Review:** Spring 2020

**Responsible:** Deputy Head

*[THIS POLICY IS AVAILABLE TO ALL PARENTS OF CURRENT AND PROSPECTIVE PUPILS AND IS AVAILABLE ON THE SCHOOL'S WEBSITE OR BY REQUEST]*

## 1. INTRODUCTION

- 1.1 Warwick Preparatory School's curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. It includes not only the explicit requirements of the taught curriculum, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable.
- 1.2 We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.
- 1.3 This policy applies to the whole school, including the EYFS.

## 2. AIMS

### **Statement of Ethos: Warwick Prep**

- 2.1 We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.
- 2.2 In celebrating each girl and boy for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.
- 2.3 We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.
- 2.4 In all that they do, we encourage our children to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

### **Statement of Religious Ethos**

- 2.5 Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

### **Aims**

- 2.6 Scholarship - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.
- 2.7 Environment - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.
- 2.8 Community - To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.

- 2.9 Character - To develop resilience and confidence, and to inculcate integrity.
- 2.10 Opportunity - To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.
- 2.11 Our Curriculum Policy aims to reflect the school's aims and ethos alongside preparing pupils for a fulfilling life in British Society.

### **3. PLANNING**

- 3.1 In Nursery and Reception classes the curriculum is planned in accordance with the DfE's 'Statutory Framework for the Early Years Foundation Stage' (effective from September 2014), which includes seven areas of learning and development:
- Personal, Social and Emotional Development
  - Communication and Language
  - Physical Development
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design
- 3.2 From Years 1 to 6 the curriculum is devised by the school with regard to the National Curriculum 2014 but providing opportunities for broader and deeper enrichment, understanding and development. From Schemes of Work long term overviews are written, and these are then broken down into medium term plans and where appropriate, short term plans. Planning documentation is overseen by Heads of Department and is reviewed and amended regularly.
- 3.3 In the EYFS an inter-disciplinary topic approach to curriculum planning is adopted. The curriculum is planned carefully so that there is coherent and full coverage of all aspects of the EYFS framework. We ensure numerous opportunities are provided to enable pupils to access the curriculum and early learning goals, and that there is planned progression in all curriculum areas.
- 3.4 In Lower School we continue to teach some subjects and skills through an inter-disciplinary approach. Most subjects are taught by the Form Teacher. Year 1 and 2 children experience: History, Geography, Religious Education, Computing, French, Drama, Art, Design Technology, PE, Games, PSHEE as well as English, Mathematics and Science. In Year 1 and Year 2 pupils have compulsory swimming lessons for one term in each academic year and may swim throughout the academic year by opting into early morning swim sessions.
- 3.5 In the Middle and Upper School pupils are given the opportunity to experience a wide variety of subjects: History, Geography, Religious Education, French, Computing, Art, Design Technology, PE, Games, PSHEE as well as English, Mathematics and Science. In Years 3 and 4 curriculum swimming lessons take place for half the academic year with the opportunity to swim in the remainder of

the year by attending optional lessons. Pupils in Year 4 also have a curriculum drama lesson, which is timetabled against curriculum swimming lessons.

- 3.6 In Years 5&6 a STEAM lesson is added into the curriculum.
- 3.7 As an IAPS school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

## **4. DELIVERY**

- 4.1 The children in Reception attend lessons for approximately 22 hours per week, the children in Lower School for approximately 23 hours a week and the children in Middle and Upper School for 25 hours per week.
- 4.2 The formal curriculum is enriched by day trips, residential visits, invited speakers, drama and music productions, sporting fixtures and themed days.
- 4.3 The school has many subject specialists; the Nursery pupils benefit from this in Music, Reception in Music and PE, the Lower School benefit from this in, Computing, Music, French and PE. In the Prep Department this is extended further to include specialist teaching in Science, Art and Design Technology.
- 4.4 The Pre-Prep department has three /four co-educational mixed ability classes in each year group. The Prep department has two mixed ability classes of girls in each year group. Differentiated lessons respond to the variety of academic ability and there is setting in Mathematics and English from Year 4.
- 4.5 At Warwick Prep, we believe that homework plays an important part in the development of each child's learning. For this reason, we set homework appropriate to the age of the child as set out in the Homework Policy.
- 4.6 Key experiences in Linguistic, Mathematical, Scientific, Technological, Human and Social, Physical and Aesthetic and Creative education are incorporated in many ways, though the following are not exhaustive:
- 4.6.1 Linguistic
- Delivery of Communication & Language and Literacy lessons in EYFS;
  - Timetabled English lessons from Year 1 upwards;
  - Additional language support provided through Learning Support department / small group work;
  - Wide ranging opportunities for pupils to speak and present in front of an audience (from 'Show and Tell' to full scale drama productions', LAMDA examinations, extra-curricular provision);
  - Broad approaches to language through, speaking, listening, reading, writing, redrafting, evaluating etc;
  - Verbal reasoning preparation for secondary school entrance;
  - Thriving school libraries and related activities / events;
  - MFL provision, with French from Year 1, Spanish in Year 6;

- Co-curricular provision.

#### 4.6.2 Mathematical

- Delivery of Numeracy activities and lessons in EYFS;
- Timetabled Mathematics lessons from Year 1 upwards
- Additional mathematical support provided through small group work;
- Broad approaches to mathematics through practical activities, investigations, problem solving opportunities, exploration and discussion, discovering relationships and patterns, using calculations and logical thinking, evaluating etc;
- Non-verbal reasoning preparation for secondary school entrance;
- Co-curricular provision.

#### 4.6.3 Scientific

- Delivery of Understanding of the World in EYFS;
- Designated Science laboratories;
- Specialist Science teachers;
- Broad approaches to Science through practical activities, observation, forming hypotheses, carrying out experiments, recording findings, evaluating etc;
- Co-curricular provision;
- STEAM opportunities.

#### 4.6.4 Technological

- Delivery of Understanding of the World and Expressive Arts and Design in EYFS;
- Weekly discrete computing lessons from Year 1 upwards.
- Designated computing / design technology facilities;
- Specialist Computing / Design technology teachers;
- Access to reliable hardware and software which promote and encourage learning;
- Excellent infrastructures in place to ensure teaching and learning can develop;
- Ambitious plans to keep abreast of and respond to ever increasing developments in technology;
- Extensive opportunities to use a wide range of tools, equipment, materials and components, age / ability appropriate.
- Broad approaches to planning, designing, creating, coding, refining, evaluating etc;

#### 4.6.5 Human and Social

- Delivery of Understanding of the World in EYFS ;
- Weekly humanities lessons from Year 1 upwards;
- Inter-disciplinary teaching to give context and meaning to Geography, RE and History topics;

- Broad approaches to human and social learning through practical activities, investigations, project work, empathy, exploration and discussion, evaluating etc;
- Opportunities to learn about the environment, human and physical geography, events and life in the past, significant people etc;
- Co-curricular provision.

#### 4.6.6 Physical

- Delivery of Physical Development in EYFS ;
- Weekly PE lessons and Games lessons from Year 1 upwards covering broad discipline of sports;
- Swimming provision which enables pupils to swim from Year 1 Autumn Term through to Year 6 Summer Term;
- Designated sporting facilities;
- Specialist Games and PE teachers;
- Opportunities to compete in teams and individually, within school, at regional and national level;
- Broad approaches to health, fitness and sport;
- Opportunities to develop co-ordination, physical control, tactical skills, evaluate and improve performance etc;
- Co-curricular provision.

#### 4.6.7 Aesthetic and Creative;

- Delivery of Expressive Arts and Design in EYFS ;
- Weekly lessons in Design Technology, Art and Design, Music from Year 1 upwards;
- Wide-ranging programme through many lessons and activities to promote creativity;
- Designated Art, DT and Music facilities;
- Specialist Art, DT and Music teachers;
- Broad approaches to nurture the development of children's creative and aesthetic wellbeing including numerous opportunities to perform across the school (productions, assemblies, singing and speaking in public etc), learn musical instruments, participate in and commit to, music groups and share with others etc;
- Opportunities to show creativity, be expressive, express emotion, be different, evaluate and improve performance etc;
- Co-curricular provision.

## **5. KING'S HIGH SCHOOL & WARWICK PREP SCHOOL LINKS**

- 5.1 As King's High School and Warwick Prep School are drawn together as one school, a number of departments are being drawn more closely together. The Artistic Director 3-18 oversees the work and role of the Director of Music at Warwick Prep, and the Director of Sport 3-18 oversees the work and role of the Prep School Director of Sport.

- 5.2 A Key Stage 2 – Key Stage 3 STEAM co-ordinator is also in post to drive forward this aspect of the curriculum.
- 5.3 Prep School Heads of Department are line managed by the Deputy Head, though there is shared lined management of the staff appointed to work across both schools.

## **6. INCLUSION**

- 6.1 The curriculum at Warwick Preparatory School is designed to be accessed by all pupils who attend the school. The majority of our pupils are catered for through differentiated tasks and activities within the normal environment. Where there are needs over and above those required within the normal learning environment, these are carried out in consultation with the school's SENCO / EYFS SENCO, teaching staff and parents.
- 6.2 If a pupil has learning difficulties, Warwick Preparatory School does all it can to meet these individual needs. Provision for pupils is overseen by the school's SENCO/ EYFS SENCO in liaison with the relevant staff. All teachers within the school are responsible for ensuring provision for pupils with SEND through differentiated teaching of the daily curriculum. Pupils with SEND may also be part of specific individual or group intervention to target their learning needs and may be run Teaching Assistants. The SENCO /WYFS SENCO offer advice, in class support and specialist teaching, as appropriate and in agreement with form teachers and parents.
- 6.3 English as an Additional Language  
Pupils who have English as an additional language but have a basic comprehension of the language and are able to communicate successfully with the teaching staff and their peers, are primarily catered for within the normal classroom environment. Such pupils are supported by the use of specific resources, differentiated tasks as well as through the use of the teaching assistant or class teacher. The SENCO and EYFS SENCO provide guidance to the class teacher as required.
- 6.4 Children who arrive at the school with little or no English, are supported by a programme put in place by the SENCO / EYFS SENCO that is appropriate to that particular child's need, and is reviewed accordingly. Pupils are largely supported in class by the teaching / teaching assistants in order to access language through the context of daily learning in a communication-friendly environment (eg using objects, picture cues and modelled language). Vocabulary and new concepts are often pre-taught to allow pupils to more easily access lessons. Additional specific programmes may be put in place to support vocabulary and grammar development, both verbally and in writing.
- 6.5 The school is also able to help advise parents of pupils who have English as an additional language.

- 6.6 Gifted and Talented Pupils  
Pupils who show a special gift in an area of the curriculum are nurtured to maximise their talent. They are catered for within the normal classroom environment and through differentiated tasks and activities, with support from Heads of Department as appropriate.
- 6.7 Pupils with disabilities  
All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities and formal assessments, or the teaching materials may be adapted. Each case is individual and the SENCO / EYFS SENCO will assist teaching staff and pupils as required and practicable.
- 6.8 Where a pupil has an Educational Psychologists' report, we work with the pupil, parents and staff to create a programme that is appropriate to the level of learning difficulty or disability that has been identified.
- 6.9 Pupils with an Education, Health and Care Plan (EHC Plan)  
Where a pupil has an EHC Plan we work with the guidelines and recommendations of the 2015 SEN & Disability Code of Practice (0 – 25 years).

## **7. EQUAL OPPORTUNITIES**

- 7.1 Promoting equal opportunities is fundamental to the aims and ethos of Warwick Preparatory School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual and providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish.
- 7.2 Warwick Preparatory School is committed to equal treatment for all regardless of race, ethnicity, religion, sexual orientation, disability, learning difficulty or social background. We are an academically selective school for entry from Year 3 onwards and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.
- 7.3 The Foundation and the school welcomes staff and children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected. At present, our physical facilities for the disabled are limited but we will do all that is reasonable to ensure that the school's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under equality legislation in order to accommodate the needs of applicants and pupils who have disabilities for which, after reasonable adjustments, we can adequately cater.

## **8. PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION**

- 8.1 PSHEE is taught through discrete lessons from Reception to Year 6. The school's Head of PSHEE and oversees the maintenance and development of the subject scheme of work and policy. The PSHEE curriculum covers aspects of SMSC, Drugs & Alcohol and Sex and Relationships Education (SRE) and e-Safety (including the use of electronic equipment and the Internet). PSHEE is enhanced by activities and presentations organised outside the discrete delivery of PSHEE. The Protective Behaviours programme, part of the Warwickshire Safeguarding Board Keeping Children Safe programme is also integrated into the PSHEE curriculum.
- 8.2 In addition to the discrete PSHEE lessons, many of the activities that the children experience on a daily or regular basis contribute to their overall development in this area.

## **9. SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION and BRITISH VALUES**

- 9.1 Spiritual, Moral, Social and Cultural Education (SMSC) and British Values: developing children's spiritual, moral, social and cultural education is at the heart of the ethos of Warwick Prep and is woven into every area of the curriculum. For full details of our SMSC teaching, please see the school's SMSC and British Values Policy.

## **10. CO-CURRICULAR ACTIVITIES**

- 10.1 The school is very proud of its extensive programme of co-curricular activities.
- 10.2 Co-curricular activities offer a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. Ranging from Spanish to karate, from cheerleading to science, the menu changes every term with a growing number of opportunities.
- 10.3 The school curriculum is supported by a range of educational visits and trips which are regularly reviewed. Pupils enjoy annual theatre trips. Children from Year 4 upwards experience residential trips.
- 10.4 Musical events and sporting events are abundant and permeate school life from the the first to the last day of each term.

## **11. ROLES AND RESPONSIBILITIES**

- 11.1 Overall Responsibility for the Curriculum  
The Head, Deputy Head and other members of the SLT have overall responsibility for the curriculum, with the Deputy Head taking the role as curriculum leader and

chair of Head of Department meetings. Along side the Heads of Department there is an Assessment Co-ordinator who works closely with Year group and departmental co-ordinators to ensure aspects relating to the school's ARR policy is maintained and developed.

### 11.2 Heads of Department

All Heads of Department are expected to be accountable for their department and for the members of staff who teach in it. They are expected to be responsible for the teaching and learning of the subject across the whole school by:

- Providing a strategic lead and direction for the subject.
- Maintaining the quality of teaching and learning for the subject.
- Reviewing, monitoring and evaluating the provision of the subject, ensuring the curriculum is delivered in line with agreed documentation and statutory legislation.
- Ensuring all necessary documentation is in place and reviewed regularly.
- Supporting and advising colleagues on issues related to the subject.
- Reviewing curriculum plans and ensuring that progression, continuity and support / challenge are planned into the schemes of work.
- Monitoring the way a subject is taught throughout the school – this includes monitoring planning, available data and pupils' work, and then reflecting upon formative and summative assessment contained therein.
- Providing efficient resource management for the subject.
- Meeting with the Deputy Head to ensure that monitoring and developments are on track and in line with whole school priorities and procedures.
- Writing and implementing a Subject Action Plan and Subject Action Plan Evaluation and presenting this annually to the SLT.
- Maintaining records of all summative (exam/test) data
- Working in partnership with the SENCO and other members of the Learning Support department to ensure the needs of children with learning difficulties and disabilities are being appropriately catered for in the subject.
- Embedding ICT and computing into the curriculum where appropriate.
- Arranging educational visits and educational visitors to come into school, both of which enrich children's learning.
- Attending courses which promote professional development, advising relevant staff about courses, and keeping a record of all CPD within the department.

The Head of Nursery and the Reception, Lower One, Lower Two, Middle School and Upper School co-ordinators actively support Heads of Department as they share some devolved responsibility to ensure the delivery of an effective curriculum.

## **12. MONITORING AND REVIEW**

12.1 This policy is monitored by the Head, the Deputy Head and Heads of Department. It will be reviewed every three years.

Policy Reviewed: Spring 2018  
Date of next Review: Spring 2020