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Applies to:	
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Approved by:	
Reviewed:	
Signed:	



Warwick Preparatory School

# Curriculum Policy

**Last Review:** Spring 2020  
**Next Review:** Spring 2023  
**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]*

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## **1. STATEMENT OF ETHOS**

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.

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.

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.

In all that they do, we encourage our pupils to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

## **2. STATEMENT OF RELIGIOUS ETHOS**

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.

## **3. AIMS**

Scholarship - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

Environment - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

Community - To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.

Character - To develop resilience and confidence, and to inculcate integrity.

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.

## **4. PLANNING**

4.1 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

- 4.2 From Years 1 to 6 the curriculum is devised by the school with regard to the National Curriculum 2014 and the ISEB Curriculum but providing opportunities for broader and deeper enrichment, understanding and development. From Schemes of Work, long term matrices have been developed and medium-term plans written; short term plans are derived from these where appropriate. Planning documentation is overseen by Heads of Department and is reviewed and amended regularly.
- 4.3 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.
- 4.4 In EYFS and Lower School, most subjects and skills are taught by the Form Teacher through an inter-disciplinary approach. In the Middle and Upper School, pupils are taught by Specialist teachers. Specialist subjects include: Art, Computing, DT, French, Music, PE/Games/Swimming, Science and STEAM. In Nursery and Reception, children receive specialist music lessons and in Reception, specialist PE lessons. Year 1 and 2, pupils have some lessons taught by Specialist Teachers which include: Music, Computing, French, Games, PE and Swimming. The DT, Art and Science teachers advise the Form Teachers and plan occasional workshop sessions and short programmes of work to supplement the Form Teachers' lessons. Reception and Nursery pupils receive specialist Music tuition. In Year 3 and 4, pupils also have drama lessons timetabled against curriculum swimming lessons. In Year 5 and 6, Pupils are taught STEAM (Science, Technology, Engineering, Art and Maths) which challenge thinking and application of a combination of subjects in real-life scenarios. PSHEE (Personal, Social, Health and Economic Education) is taught throughout the school from Nursery to Year 6. As an IAPS (Independent Association of Preparatory Schools) school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.
- 4.5 Warwick Preparatory School runs a 'Skills for Life' programme from Nursery to Year 6. This is a skills-based initiative that teaches the pupils to identify and use skills that will help them be better prepared for the challenges of life. It builds resilience, communication, independence, empathy, reflectiveness, focus and curiosity. Pupils in Pre-Prep learn from the Skills for Life Bears who visit each fortnight with their rucksack full of artefacts, activities and books that explain individual skills. Reference to individual skills are regularly highlighted in assemblies, in PSHEE lessons, class discussions and through recording activities completed at home in Planners. In the Spring Term, pupils

from Year 1 to Year 5 carry out a 'Skills for Life' inspired Project Fortnight. In Year 6, pupils work throughout the year on modules that relate to their trips and activities linked to the 'Skills for Life' wheel. Instead of a Project Fortnight, Reception pupils share a 'Show and Tell' about their chosen 'Skill for Life'.

## **5. DELIVERY**

- 5.1 The pupils in Reception attend lessons for at least 22 hours per week; the pupils in Lower School attend lessons for a minimum of 23 hours and the pupils in the Prep Department attended for no less than 25 hours each week. At Warwick preparatory School, the hours that children are taught exceed the non-statutory guidelines suggested by the DfE (circular 7/90), for a school year of 190 days (38 weeks): age 5-7: 21 hours, age 8-11: 23.5 hours.
- 5.1 The formal curriculum is enriched by day trips, residential visits, invited speakers, drama and music productions, sporting fixtures and themed days.
- 5.2 The Pre-Preparatory department has four co-educational mixed ability classes in each year group. The Preparatory department has two mixed ability classes of girls in each Year 3 and 4 and three form classes in Years 5 and 6. Differentiated lessons respond to the variety of academic ability and there is setting in Mathematics and English from Year 4.
- 5.3 At Warwick Preparatory, we believe that homework plays an important part in the development of each pupil's learning. For this reason, we set homework appropriate to the age of the pupil as set out in the Homework Policy.
- 5.4 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:

### **5.4.1 Linguistic**

- 5.4.1.1 Delivery of Communication, Language and Literacy lessons in EYFS;
- 5.4.1.2 Timetabled English lessons from Year 1 upwards;
- 5.4.1.3 Additional language support provided through Learning Support department / small group work;
- 5.4.1.4 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);
- 5.4.1.5 Broad approaches to language through, speaking, listening, reading, writing, redrafting and evaluating.
- 5.4.1.6 Verbal reasoning preparation for secondary school entrance;
- 5.4.1.7 Thriving school libraries, pupil Librarians, Library Club, World Book Day and author visits;
- 5.4.1.8 MFL provision: French from Year 1, Spanish in Year 6;
- 5.4.1.9 Co-curricular provision and links with other subjects.

## **5.4.2 Mathematical**

- 5.4.2.1 Delivery of mathematical activities and lessons in EYFS;
- 5.4.2.2 Timetabled Mathematics lessons from Year 1 upwards
- 5.4.2.3 Additional mathematical support provided through small group work;
- 5.4.2.4 Broad approaches to mathematics through practical activities, investigations, problem solving opportunities, exploration and discussion, discovering relationships and patterns, using calculations and logical thinking, evaluating and reasoning;
- 5.4.2.5 Maths week from Reception to Year 6;
- 5.4.2.6 National Maths competitions and quizzes taken on-line;
- 5.4.2.7 Non-verbal reasoning preparation for secondary school entrance;
- 5.4.2.8 Co-curricular provision and links with other subjects.

## **5.4.3 Scientific**

- 5.4.3.1 Delivery of Understanding of the World in EYFS;
- 5.4.3.2 Designated Science laboratories;
- 5.4.3.3 Specialist Science teachers;
- 5.4.3.4 Broad approaches to Science through practical activities, observation, forming hypotheses, carrying out experiments, recording findings, evaluating and problem solving;
- 5.4.3.5 Co-curricular provision;
- 5.4.3.6 STEAM opportunities – both in-house and in collaboration with King's High School.

## **5.4.4 Technological**

- 5.4.4.1 Delivery of Understanding of the World and Expressive Arts and Design in EYFS;
- 5.4.4.2 Weekly discrete computing lessons from Year 1 upwards.
- 5.4.4.3 Designated computing / design technology facilities;
- 5.4.4.4 Specialist Computing / Design technology teachers;
- 5.4.4.5 Access to reliable hardware and software which promote and encourage learning;
- 5.4.4.6 Excellent infrastructures in place to ensure teaching and learning can develop;
- 5.4.4.7 Ambitious plans to keep abreast of and respond to ever increasing developments in technology;
- 5.4.4.8 Extensive opportunities to use a wide range of tools, equipment, materials and components, age / ability appropriate.
- 5.4.4.9 Broad approaches to planning, designing, creating, coding, refining and evaluating;
- 5.4.4.10 Cross-curricular links, e.g. using 'Crumble' in DT.

## **5.4.5 Human and Social**

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

- 5.4.5.4 Broad approaches to human and social learning through practical activities, investigations, project work, empathy, exploration and discussion and evaluating;
- 5.4.5.5 Opportunities to learn about the environment, human and physical geography, events and life in the past and significant people;
- 5.4.5.6 Skype calls with the experts, visitor talks and visits to places of interest;
- 5.4.5.7 Co-curricular provision.

#### **5.4.6 Physical**

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

#### **5.4.7 Aesthetic and Creative**

- 5.4.7.1 Delivery of Expressive Arts and Design and specialist Music in EYFS;
- 5.4.7.2 Lessons in Design Technology, Art and Music from Year 1 upwards;
- 5.4.7.3 Wide-ranging programme through many lessons and activities to promote creativity;
- 5.4.7.4 Year 2 Strings Project where all pupils receive expert tuition in playing one of a selection of string instruments culminating in a concert in Warwick Hall.
- 5.4.7.5 Designated Art, DT and Music facilities;
- 5.4.7.6 Specialist Art, DT and Music teachers;
- 5.4.7.7 Broad approaches to nurture the development of pupils' creative and aesthetic wellbeing including numerous opportunities to perform across the school (productions, assemblies, singing and speaking in public), learn musical instruments, participate in and commit to music groups and share with others;
- 5.4.7.8 Opportunities to show creativity, be expressive, express emotion, be different, evaluate and improve performance;
- 5.4.7.9 Co-curricular provision.

## **6 KING'S HIGH SCHOOL & WARWICK PREPARATORY SCHOOL LINKS**

- 6.1 Warwick Preparatory School endeavours to work closely with our sister school, King's High. Head of Departments meet with their counterparts to arrange cross Key Stage events.
- 6.2 There are joint departments in Music and PE; both run as single departments from 3 –18 years and are overseen by the Artistic Director of Music and the Director of Sport respectively.
- 6.3 A Key Stage 2 – Key Stage 3 STEAM co-ordinator based at Warwick Preparatory School is also in post to drive forward this aspect of the curriculum.
- 6.4 Preparatory School Heads of Department are line managed by the Deputy Head although there is shared lined management of the staff appointed to work across both schools.

## **7.0 INCLUSION**

- 7.1 The curriculum at Warwick Preparatory School is designed to be accessed by all pupils who attend the school. Most of our pupils are catered for through differentiated tasks and activities within the normal environment. Where pupils require a modified curriculum or have needs additional to or different from the mainstream curriculum, teaching and learning plans are adapted in consultation with the school's SENCo, teaching staff and parents.
- 7.2 If a pupil has learning difficulties, Warwick Preparatory School seeks to make reasonable adjustments to meet their needs where possible. Provision for pupils is overseen by the school's SENDCo in conjunction with Form and Specialist Teachers. All teachers within the school are responsible for ensuring provision for pupils with SEND through differentiated teaching of the daily curriculum and exposure to all curriculum subjects. The SENCo will offer advice and create an IEP for pupils with specific learning needs, where appropriate, and work in agreement with form teachers and parents. The Head of Pre-Prep and Prep play a crucial role in supporting both staff, parents and pupils in this process.
- 7.3 English as an Additional Language  
Pupils who have English as an additional language but have a basic comprehension of the language and can communicate successfully with the teaching staff and their peers, are primarily catered for within the normal classroom environment. Such pupils are supported using specific resources, differentiated tasks as well as using the teaching assistant or class teacher. The SENCo provides guidance to the class teacher as required.
- 7.4 Pupils who arrive at the school with little or no English, are supported by a programme put in place by the SENCo that is appropriate to that pupil'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 (e.g. 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.

7.5 The school is also able to help advise parents of pupils who have English as an additional language as outlined in the EAL Policy.

7.6 Most Able Pupils

Pupils who show a substantial aptitude 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.

7.7 Pupils with disabilities

All reasonable steps are taken to ensure that pupils with disabilities are not placed at a disadvantage compared with non-disabled pupils. Teaching and learning is appropriately modified for pupils 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 will assist teaching staff and pupils as required and practicable.

7.8 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.

7.9 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 and Disability Code of Practice (0 – 25 years).

## 8.0 EQUAL OPPORTUNITIES

8.1 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 pupils are exposed to as wide a range of cultural experiences as possible whilst they are developing.

8.2 The Foundation and the school welcomes staff and pupils 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 pupils 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.

## **9.0 PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION**

- 9.1 PSHEE is taught through discrete lessons from Reception to Year 6. The school's Head of PSHEE oversees the maintenance and development of the subject scheme of work and policy. The PSHEE curriculum covers aspects of SMSC (Spiritual, Moral, Social and Cultural Education), Drugs and Alcohol Education, 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 Pupils Safe programme is also integrated into the PSHEE curriculum.
- 9.2 In addition to the discrete PSHEE lessons, many of the activities that the pupils experience on a daily or regular basis contribute to their overall development in this area particularly with reference to the 'Skills for Life' Programme.

## **10.0 SPIRITUAL, MORAL, SOCIAL & CULTUREAL ECUCATION and BRITISH VALUES**

- 10.1 Spiritual, Moral, Social and Cultural Education (SMSC) and British Values: developing pupils' spiritual, moral, social and cultural education is at the heart of the ethos of Warwick Preparatory 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.

## **11.0 CO-CURRICULAR ACTIVITES**

- 11.1 The school is very proud of its extensive programme of co-curricular activities.
- 11.2 Co-curricular activities offer a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. Apart from an extensive array of sporting clubs, activities can range from German to karate and from ballet to STEAM.
- 11.3 The school curriculum is supported by a range of educational visits and trips which are regularly reviewed. Pupils also enjoy annual theatre and/or concert visits. Pupils from Year 4 upwards experience residential trips.
- 11.4 Musical events and sporting events are abundant and permeate school life from the first to the last day of each term.

## **12.0 ROLES AND RESPONSIBILITIES**

### **12.1 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. Alongside 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.

### **12.2 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.
- Monitoring progression and continuity of teaching of their subject by checking planning, teaching, looking at work in books and analysing available data, thus ensuring there is suitable challenge and that the subject 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.
- Being responsible for the subject budget and overseeing resource management.
- 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 or to the Deputy Head as required.
- Embedding Computing into the curriculum where appropriate.
- Advising colleagues about, and/or, arranging educational visits and educational visitors to come into school.
- Attending courses which promote professional development, disseminating information to staff to enhance staff knowledge and/or advising staff about relevant courses.

The Head of Nursery and the Reception, Year 1 and Year 2, 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.

### **13.0 MONITORING AND REVIEW**

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

Policy Reviewed: Spring 2020  
Date of next Review: Spring 2023