



Ipswich Preparatory School Curriculum Policy (Including EYFS)

At Ipswich Preparatory School the curriculum is planned to encourage girls and boys to develop lively, enquiring minds. Children follow a broad and balanced curriculum which is based upon, but not restricted by, the New National Curriculum. In addition to English, Maths and Science, the curriculum includes History, Geography, Music, Religious Education, Drama, PE (including swimming and outdoor games), Art, Design Technology, Computing, Languages and PSHE (Personal, Social and Health Education).

The broad, balanced curriculum provides breadth of experience and is made relevant to children through meaningful co-curricular links. The subject matter is appropriate for the ages and aptitudes of all the pupils, including those identified and having a particular gift or talent, and those with Special Educational Needs and/or Disabilities (SEND). We recognise the need for teaching to be flexible, original, responsive to learners and sensitive to the moment. Our teaching enables children to develop intellectually, emotionally, socially, physically, morally and aesthetically so that they may become independent, responsible, confident and considerate members of the community. Our teachers have excellent knowledge of their subjects and employ a range of teaching techniques, so that pupils become motivated and effective learners and make good progress across all areas of the curriculum.

Aims and objectives:

- To cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- To take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education, Health and Care (EHC) plan;
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically so that they may become independent, responsible, confident and considerate members of the community;
- To create and maintain an exciting and stimulating learning environment;
- To ensure the continuity and progression of children's learning as they move through the School;
- To recognise the crucial role which parents play and make every effort to encourage parental involvement in the education of their children;
- To create a well-balanced curriculum that requires children to reflect on roles and responsibilities and to take an active part in learning process;
- To ensure the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Derivation of the Curriculum

The School curriculum is derived from Subject leaders, in consultation with the Director of Studies (Curriculum) taking into consideration the best of recent developments in primary school practice. The curriculum is delivered by Form Teachers and Subject Teachers, combining the best level of pastoral care, balanced by the gains to be made by the use of specialist staff. All Form Teachers teach their forms or year groups for English, Maths, RE, History/Geography and PSHE where possible. Children in the Lower Prep (Years N-2) are taught by their Form Teacher for all subjects, except where we use specialist staff to teach subjects such as Languages, Music, Computing, PE and Swimming. Additional specialist teachers are used to lead Games lessons in Years 1 and 2, supported by Form Teachers. In Years 3 and 4 children spend the majority of their curriculum time with their Form Teachers, except where specialist staff are used to teach Languages, Music, Computing, DT, Science, Games and Art and DT as appropriate. In Years 5 and 6 children continue to be taught by their Form Teachers for English, Maths, RE and PSHE where possible, however, more subject specialist teachers are introduced.

Pupil entitlement

We are committed to the principle that all children, regardless of race, cultural background, gender, age, aptitude, including those pupils with an Education, Health and Care (EHC) plan, and in accordance with our Admissions Policy, have a right to the highest quality of education we can provide. This means that we work to ensure:

- Breadth and balance for all;
- Appropriate levels of expectation and genuine challenge;
- Relevance, continuity and progression in learning.

We recognise that we have a responsibility to find ways of ensuring that all children are engaged in their learning, are motivated and are successful. Teachers are expected to ensure that, wherever possible, children are provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they can access the curriculum at the most appropriate level for them.

We aim that all children should:

- Learn how to solve problems in a variety of situations;
- Learn how to work independently and as members of a team ;
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources ;
- Be happy, cheerful and well balanced individuals;
- Be enthusiastic and eager to put their best into all activities ;
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour;
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school ;
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.

- Develop non-sexist and non-racist attitudes;
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- Develop an enquiring mind and scientific approach to problems;
- Have an opportunity to solve problems using technological skills;
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- Have some knowledge of the beliefs of the major world religions;
- Develop agility, physical co-ordination and confidence in and through movement;
- Be taught about fundamental British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Expectations of staff

Staff are expected actively to promote and seek to secure the curriculum aims and, in particular to:

- Have high expectations of pupils;
- Employ a variety of appropriate teaching and learning methods;
- Deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity;
- Provide work which meets their pupils' needs, offers depth and challenge, and motivates and inspires them;
- Involve pupils in the process of learning, by discussing work, giving regular feedback through assessments and marking, setting targets and encouraging pupils to evaluate their own progress;
- Develop pupils' skills to become independent learners;
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- Work in partnership with other staff and parents to achieve shared goals;
- Keep parents regularly and fully informed about the progress and achievements of their children;
- Subject Leaders and Phase Leaders are responsible for overseeing the delivery of high quality learning experiences in their subject and phase areas;
- The Director of Studies (curriculum) is responsible for ensuring the overall curriculum experience gained by the children is of a high standard;
- The Head has overall responsibility for the curriculum at Ipswich Prep School.

Curriculum Structure

The school operates a 35 period week in the Upper Prep. There are 7 periods per day (4 in the morning and 3 in the afternoon) the majority of which last for 45 minutes. In the Lower Prep the timetable is less rigid but is nevertheless structured to accommodate the breadth of curriculum studied at Ipswich Prep School.

Early Years Foundation Stage

Children in Nursery and Reception follow a curriculum comprising 7 areas of learning:

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language;
- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

KS1

The full range of National Curriculum subjects is taught, with subjects being linked where possible so that learning is meaningful to children through a topic or themed approach. Throughout the year, there is a balance for the subject focus of themes, including History, Geography, English or other subjects. Computing is integrated throughout all subject areas and is also taught as a discrete subject. Maths and Science are generally taught as discrete subjects. Each unit of work is carefully planned by a team of teachers with specific subject knowledge and responsibilities. Each unit of work lasts for 2 – 6 weeks in length with clear, meaningful connections made between subjects. Opportunities for learning through meaningful play are planned into lessons.

KS2

The full range of National Curriculum subjects are taught through discrete lessons. The curriculum comprises English and Drama, Mathematics, Science, Art, Design and Technology, MFL, History, Geography, Music, Physical Education (including swimming), Religious Education, Computing and Personal, Social and Health Education.

Where possible, subjects are linked so that learning is meaningful to children.

Effective Learning

The School acknowledges that children learn in many different ways and recognise the need to develop strategies that allow all children to learn in ways that best suit them. Many teaching strategies are used to address different learning styles, including:

- Investigation and problem solving;
- Researching;
- Whole class work, group work, paired work and independent work;
- Open ended questioning;
- Creative activities, designing and making things, dancing and singing;
- Using the computer and mobile technology;
- Debates, role plays and oral presentations;
- Watching educational television, videos or DVDs;

- Responding to musical or recorded material;
- Participation in physical activity;
- Fieldwork, visits to places of educational interest and residential trips;
- Reflecting on what has been learned;
- Using concrete apparatus to support kinaesthetic learners.

Children are encouraged to take responsibility for their own learning, to be involved in reviewing their learning and reflecting on the process of learning. Plenaries are used to review the key learning objectives and assess levels of understanding, where appropriate.

Through all lessons, teachers interact with pupils, to challenge them, to support their learning, to question them carefully to uncover misconceptions and enable them to develop deeper understanding. It is important that classrooms are cultivated as thinking environments where asking questions, seeking evidence, doubting statements, and respecting different opinions are accepted practice. Time for paired/group debate and questioning is included in lessons. Working and learning together is a social activity that helps to prepare children for life in the wider society. It helps promote understanding, respect for others' opinions, turn-taking and developing a positive disposition towards learning.

Displays

Displays in the school are used to support and value pupils' learning and to create an attractive and stimulating environment. Displays support teaching, act as a reminder of what has been learned, set expectations, celebrate success and clarify routines. Work from all areas of the curriculum is displayed and a variety of media in both 2D and 3D is used. The displayed work is changed regularly, is of a high quality and is reflective of the standards of effort and achievement at Ipswich Prep School.

Target Setting

At Ipswich Prep School we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn.

Targets provide guidance for pupils clarifying the steps they need to take in order to move their learning forward. Teachers set targets in collaboration with pupils and review them when appropriate. These are pupils' own targets, which may be based on year appropriate target banks or other individual targets. Some pupils may choose to mirror targets set with the Learning Support co-ordinator in their IEPs. See also marking scheme-green targeted comments

Equal opportunities

All pupils have the right to equal opportunities. The school ensures that all pupils are given opportunities to access the curriculum, regardless of race, cultural background, gender, age, aptitude, including those pupils with an Education, Health and Care (EHC) plan. Teachers encourage all pupils to participate fully in lessons.

Differentiation

To ensure every child is given equal opportunity, differentiation occurs throughout the curriculum. Lessons are organised to cater for children of different abilities, including children working in small groups and on a 1:1 basis. Throughout Years 5 and 6, children are divided into three or four groups, by ability, for Maths and English. These sets remain flexible, allowing for the movement of pupils if appropriate.

Differentiation is evident within the curriculum in many ways, including:

- Task set;
- Teacher input and assistance;
- Resource provision;
- Working groups;
- Outcome;
- TA Support.

Classroom Support

Each Reception class benefits from a teaching assistant whose role is to assist with the pastoral welfare and academic progress of the pupils. This affords the Form Teacher the flexibility to plan for supported differentiated work within the classroom as necessary. In Years 1 and 2, a teaching assistant is shared across two classes and in the Upper Prep, teaching assistants are shared across all Key Stage 2 classes.

Special Educational Needs and/or disabilities (SEND)

Children with identified learning needs may at times require specialised support, in part or all of their school work. Ipswich Prep School strives to ensure that there is appropriate support for all teachers to meet the learning needs of all children, where reasonable adjustments have been made in order for them to access all of our curriculum. For further details, refer to the Learning Support Policy.

Gifted and Talented pupils

A register of Gifted and Talented children is held and Individual Challenge Plans are written for these children where necessary. In most cases the needs of these children is met within the classroom through differentiation as outlined above. Outstanding work is highlighted to promote an achievement culture. Teachers are particularly careful to provide opportunities for Gifted and Talented children, include open-ended tasks and investigations.

Curriculum Enrichment

A wide range of enrichment activities supplements the timetabled curriculum. Regular themed days and weeks are held. These may include Book Day, Science Day and Topic Days linked to specific areas of the curriculum. Other themed events take place by arrangement with the Head. Children have the opportunity to attend day visits to places of interest on a regular basis. These complement the academic curriculum taught. A programme of residential visits is provided as part of the Outdoor Learning curriculum.

Co-Curricular Activities

There is an extensive co-curricular programme available to the children of Ipswich Prep School. Activities reflect links to many areas of the curriculum and may be derived from staff or children's interests and expertise.

Achievement

For the promotion of high self-esteem, social, physical, creative and academic achievements are celebrated in many ways; the School often celebrates learning as a community. Such celebrations may include:

- giving verbal and written praise
- opportunities for pupil performance in assembly time, house meetings and in classes
- the giving of house points
- the giving of badges to Lower Prep children for excellent work, achievement or behaviour
- stickers and/or stamped marks in books
- the giving of commendations and Head Teachers Awards for exceptional work or achievement
- the presentation of certificates for house captains and vice captains
- awarding certificates for school activities in sport, music, art and speaking competitions
- presenting certificates gained at out of school events
- the presentation of cups and trophies for a wide range of achievements
- awarding Leavers Certificates to all Year 6 pupils
- articles written in Prep News or Prep News Plus
- prizes awarded at the End of Year Celebration for outstanding effort or achievement.

Staff observe, assess, reflect and review achievements with children on a regular basis.

Curriculum planning and monitoring:

- Subject planning is based on National Curriculum and QCA guidelines, however, subject leaders encourage their colleagues to offer experiences above and beyond those offered by the National Curriculum
- Subject Leaders are responsible for monitoring the planning and delivery of their subject across the year groups
- Subject Leaders write Long Term Plans for their subject and constantly review and monitor practice through their Development Plans
- Medium Term and daily plans are written by individual teachers working in year group teams or phases with the support of the Subject Leaders and Director of Studies (curriculum)
- Cross curricular links are planned for, where appropriate, by all year groups by teams of teachers with specific subject knowledge

School Subject policies

Individual curriculum Subject Policies are written by Subject Leaders in conjunction with teaching staff. These are stored in the loose-leaf blue curriculum files and electronically in the staff 'Shared Area'. It is the duty of each teacher to be familiar with school policies and to apply them. Policies are updated regularly.

Supply staff and cover

To ensure continuity, teachers give written or verbal guidance and suggested activities for all planned absences from school. In the event of an unplanned absence, teachers give verbal instructions for cover and supply staff. In the event that they are unable to communicate such instructions, the parallel teacher or another member of the department is initially asked to provide suggestions for lessons.

Role of parents

The School believes that parents have a vital role to play in helping their children to learn and understands that the support required differs from child to child and as the children move through the school. The School works hard to inform parents as to how they can help support their child's learning. Staff communicate with parents about their child's learning with regard to curriculum, ethos, social development and behaviour in many ways, including:

- the New Parents' Evening in the term before their child joins the school
- the Parents' Information Handbook
- 'Meet the Teacher' evenings held at the beginning of each academic year
- two written reports each year and a summary of effort and attainment grades for children in Years 3-6 each term
- two parent consultation evenings each year
- an open door policy at the start and end of each day
- informal meetings between staff and parents as necessary
- parent 'pop-ins'
- homework diaries and contact books

External speakers / Voluntary Helpers

The School considers these to be a valuable resource and welcomes help for specific events. Parents and voluntary helpers run clubs and support the school in various ways, including:

- accompanying class outings
- making costumes for performances
- speaking to groups of pupils in an area of interest of expertise

In all cases, teachers take time to ensure that the visitor fully understands and is well prepared for the activity in which he or she is involved, undergoing a DBS check if necessary and always ensuring, to the best of our ability, that volunteers are suitable to work with our children.

Resources

Ipswich Prep School has wide ranging resources including practical equipment, interactive whiteboards, CDs, DVDs, books and iPads. Staff work hard to ensure that materials in all areas are well organised, of good quality, clean, tidy, attractive, accessible and well labelled. Resources may be stored in form rooms, specialist rooms or in corridors. As far as is possible, materials are located near the appropriate working area. Stocks are checked and replenished when necessary. Children are encouraged to care for equipment.

Library

Both Upper and Lower Prep Libraries have a wide selection of books covering all curriculum areas. Other resources available from the library include newspapers, magazines, CDs and DVDs. Children are encouraged to work in the library and use its resources to good effect. The school's librarian is a valuable resource and runs library systems, assists staff and pupils in choosing books to support curriculum learning and helps deliver lessons to children in order to develop their library skills.

ICT

ICT as an integral part of teaching and learning and it playing a significant role in the education of all children in our school. ICT underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT also enhances and extends children's learning across the whole curriculum whilst contributing to motivation and the development of social skills.

Children learn to use ICT to support their learning, both individually and collaboratively. Teachers use ICT resources, particularly the Interactive Whiteboards and iPads, to support lessons across the curriculum. Subject Leaders work to ensure that appropriate software is available throughout the school.

December 2016