



IPSWICH PREP SCHOOL

Ipswich Preparatory School Curriculum Policy (Including EYFS)

At Ipswich Preparatory School the curriculum is designed to encourage pupils to develop lively, enquiring minds. Children follow a broad and balanced curriculum which is based upon, but not restricted by, the National Curriculum. The curriculum consists of English, Mathematics, Science (including Engineering), History, Geography, Music, Philosophy and Religious Education, Drama, PE, Games, Art, Design and Technology, Computing, Languages and PSHE (including RSE).

The broad, balanced curriculum provides breadth and depth of experience and is made relevant to children through meaningful co-curricular links. The subject matter is appropriate for the ages and abilities of all the pupils, including those identified and having Higher Learning Potential (HLP) 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 create a well-balanced curriculum to facilitate children's acquisition of knowledge, skills and qualities at a high level
- To ensure the continuity and progression of children's learning as they move through the School
- To ensure the curriculum enables children to take an active part in learning
- To adapt the curriculum where necessary to provide a personalised learning experience
- To embed the School's Learning Dispositions securely into the curriculum
- To cater for the needs of individual children regardless of gender, ethnic or 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 create and maintain an exciting and stimulating learning environment
- To recognise the crucial role that parents play and make every effort to encourage parental involvement in the education of their children
- 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 and Delivery of the Curriculum:

The School curriculum is derived by Subject leaders, 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, Mathematics and PSHE where possible. Children in the Lower Prep (Years R-2) are taught by their Form Teacher for all subjects, except where we use specialist staff to teach Languages, Music, Computing, Games and Swimming. In Years 3 and 4 children spend as much of their curriculum time as possible with their Form Teachers, except where specialist staff are used to teach Languages, Music, Drama, Computing, DT, Science, Games and Art and DT. In Years 5 and 6 children continue to be taught by their Form Teachers for English, Mathematics and PSHE where possible, with more subject specialist teachers being introduced. In Years 5 and 6, children are taught in sets for English and Mathematics. In English, these sets may be ability-based or mixed-ability, depending on the needs of the particular cohort. In mathematics sets are ability based.

Curriculum planning:

Subject planning is based on the National Curriculum; however, there is flexibility 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. They do this by developing Long Term Plans for their subject and by supporting colleagues in the development of Medium Term Plans. Cross curricular links are planned for, where appropriate, by all year groups by teams of teachers with specific subject knowledge

Fundamental British values:

The School is dedicated to promoting values which ensure our pupils develop a strong sense of social and moral responsibility which will prepare them for life in modern Britain. The School aims for all pupils to possess an understanding of the fundamental British values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are promoted within the curriculum, collective worship and the general ethos around the school.

Pupil entitlement:

We are committed to the principle that all children, regardless of race, cultural background, gender, age or aptitude, including those pupils with an Education, Health and Care (EHC) plan 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 actively 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 scaffolding, so that they can access the curriculum being taught.

Expectations of staff:

- Deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity so to ensure that children remember and learn more.
- Provide work which meets pupils' needs, offers depth and challenge, and motivates and inspires pupils.
- Use formative and summative assessments to track pupils' progress and inform planning, bridging any gaps in pupils' understanding.
- Employ a variety of teaching and learning styles, appropriate to the children/lessons being taught through adaptive teaching, scaffolding when appropriate.
- Involve pupils in the process of learning, by discussing work, giving regular feedback, setting targets and encouraging pupils to evaluate their own progress.
- Develop pupils' skills to become independent learners.
- Have high expectations of pupils
- 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 are responsible for overseeing the delivery of high quality learning experiences in their subject.
- The Director of Studies 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:

EYFS:

The learning and development of children in Reception classes at Ipswich Prep is delivered by a team. The children follow the Early Years foundation stage (EYFS) statutory framework, comprising the seven areas of learning:

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

Lower Prep:

In the Lower Prep, 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 of History, Geography and Science for the subject focus of themes. 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. English, Mathematics and Science are generally taught as discrete subjects. Opportunities for learning through meaningful play are planned into lessons.

Upper Prep:

There are 35 periods a week in Upper Prep. There are 7 periods per day (4 in the morning and 3 in the afternoon), the majority of which last for 40 minutes. The full range of National Curriculum subjects are taught through discrete lessons. The curriculum comprises English, Mathematics, Science, Art, Design and Technology, Languages, History, Geography, Music, Drama, Physical Education (including swimming), Games, Philosophy and Religious Education, Computing and Personal, Social and Health Education.

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

Displays:

Displays in the school are used to support and value pupils' learning and to create an attractive and stimulating environment. Displays support teaching and learning, such as the use of Working Walls. They visually display learning journeys, 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. Targets may be set for the whole class, groups or individuals. Targets are communicated by the class teacher verbally in lessons, as part of marking or by displaying whole class targets in the classroom. Targets are also set in twice-yearly formal reports to parents. Children on a Learning Pathway will have individual bespoke targets, depending on their needs.

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.

Challenge:

We aim for all children to be cognitively challenged at an appropriate level. To ensure every child is given equal opportunity, scaffolding strategies are implemented in the classroom to enable children to attain the same aim. Where appropriate, 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 groups for Mathematics and English. These sets remain flexible, allowing for the movement of pupils if appropriate.

Classroom Support:

Throughout the school, Teaching Assistants are used for learning support. Teaching Assistants work in lessons to support a range of pupils. They work with class teachers to help pupils develop independent learning and manage their own learning. They also deliver high quality 1:1 and small group support using structured interventions.

Learning Enhancement (LE):

A register of LE pupils is held. These pupils 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 pupils. Lessons are planned to ensure all pupils can access whole class teaching. For further details, refer to the Learning Enhancement Policy.

Higher learning Potential(HLP):

A register of HLP pupils is held. Strategies to meet the needs of these pupils are used in various ways. Within the classroom, challenges are provided. Additional co-curricular clubs are provided to meet a range of HLP areas, including sport, art and music.

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. Pupils 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. Staff celebrate achievements with children in a number of ways:

- giving verbal and written praise
- opportunities for pupil performance in assembly time, House meetings and in classes
- the giving of house points
- stickers and/or stamped marks in books
- the giving of commendations and Head Teachers Awards for exceptional work or achievement
- articles written in Prep News or prep news Extra

Subject Leaders:

Every teacher has an area of responsibility linked to a particular subject area. Individual curriculum Subject Policies are written by Subject Leaders in conjunction with teaching staff. Policies are updated regularly. Subject Leaders have responsibility for monitoring their subject across the school in terms of quality of teaching. This is done through a variety of methods, including Learning Walks and Book Looks. The Director of Studies provides a 'Subject Leader Checklist' termly to provide guidance for Subject Leaders in fulfilling these areas.

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 asked to provide lesson plans to ensure continuity of learning for the children.

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 half 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
- homework diaries

Resources:

Ipswich Prep School has wide ranging resources, including practical equipment, interactive whiteboards, books and electronic devices. 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 or in specialist rooms. As far as 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, tapes, CDs and DVDs. The school's librarian 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 is embedded throughout the curriculum, with a focus on preparing students for a digital world. Children use a variety of devices, such as iPads and Chromebooks, to support their learning both independently and in collaboration with peers. Teachers use Interactive Whiteboards to deliver dynamic, engaging lessons across all subjects. A key component of ICT across the curriculum is teaching students how to use the internet for research, ensuring they can responsibly and critically evaluate online information to support their projects and learning. Subject Leaders play a vital role in ensuring that a wide range of appropriate software and digital resources are accessible to all.

September 2025