



Abbots Bromley School

2.A.2 Preparatory School Curriculum Policy

1Statutory Policies	2.A.2 Prep School Curriculum
ISI	Part 1 Quality of Education
NMS (April 15)	n/a
Author Led	Head of Prep
Date of Review	September 2018
Next Review	Summer 2019
Comment	Annual Review
Website	Yes

Introduction

Our school's curriculum is made up of all the planned activities that we organise to promote learning, personal growth and development. It includes the broad, formal requirements of the National Curriculum and also the lively enrichment programme that the school organises to enrich the children's experience and learning. It also includes the 'hidden curriculum' – what the children learn from the way that they are treated and expected to behave. PSHCE and Religious Studies are incorporated into the curriculum. 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 in order to achieve their true potential. The Prep School Behaviour Policy also gives Preparatory School pupils a 'Behaviour for Learning Code'.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide through linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative experiences. We aim to help our children to become independent learners. Above all we believe in making learning fun.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children so that they have the knowledge, skills and understanding to lead fulfilling lives. The development of personal learning and thinking skills is used to help achieve this.

The values and ethos of our school underpins that upon which we have based our curriculum.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the skills of literacy, numeracy and information and communication technology (Computing) so that they achieve of their best;
- to enable children to be creative and to develop their own personal learning and thinking skills;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, to distinguish right from wrong and how to make amends if things go wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, a high self-esteem and also to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis and it is contained within a Curriculum Plan.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the National English and Mathematics strategies for our school, we take our medium-term planning for those subjects directly from the guidance documents. We sometimes use national or purchased schemes of work for much of our medium-term planning in the other subjects, adapting it for each year group.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson. Teaching staff have ownership of these plans and use them in a way that best serves their needs.

Wherever appropriate teachers look for ways to make cross-curricular links in their planning and they try to embed the teaching and use of ICT skills into different areas of the curriculum.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we may do so, in consultation with their parents.

If children have special needs, our school does all it can to meet the individual needs and complies with the requirements set out in the SEN Code of Practice. If a child displays signs of having a particular need, then their class teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. The class teacher will then monitor progress and follow the guidelines set out in the Learning Enrichment and Support Policy, involving the LESCO, the Head of Preparatory School and the parents of that child.

The school provides an Individual Educational Plan (IEP) for each of the children on the Learning Support Register. This sets out the nature of the need and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals and follows the school's LES Policy (Learning Enrichment and Support).

The Foundation Stage

The curriculum that we teach EYFS children meets the requirements set out in the Early Years Foundation Stage Handbook, December 2017. This is described in greater detail in the Early Years Foundation Stage Policy.

Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Staff involved in EYFS teaching continually assess the skills development of each child and this is recorded in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents by keeping them informed about how their children are being taught and how well they are progressing. Their involvement is crucial.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

communication;

application of number;

information and communication technology;

working with others;

improving one's own learning and performance;

problem-solving.

In our curriculum planning in all subject areas, we take account of these skills, so that the children's progress in all of these areas can be identified and monitored.

Monitoring and review

The Head of Preparatory School is responsible for the organisation of the curriculum and works closely with class teachers to review and develop a lively and engaging curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They keep up to date with new developments in their subject and advise teachers of appropriate teaching strategies. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Early Years practitioners work together to plan a challenging and lively curriculum for the youngest pupils in school.

The Curriculum Plan

Key Stage 1 Topic Plan 2018-2019

Two year cycle, Year A for 2018-19

Year	Michaelmas Term	Lent Term	Summer Term
Year A	Castles	Around the World	The Seaside
Year B	Houses	People who Help Us	The Great Fire of London

Key Stage 2 Topic Plan 2018-2019

Y3 and Y4 are working on the Year 3 curriculum this year, as part of their two-year rotation.

Michaelmas Term	W1	W2-6 (incl.)	W7-11 (incl.)	W11-13
Theme	Thinking skills	Civilisations	Location and place knowledge Geographical similarities and differences	Christmas
Year 3	Critical thinking workshops	The Vikings	A region in a European country	Christmas themed activities
Year 4		The Greeks	A region in an African country	
Year 5		Egyptians	A region in an Asian country	
Year 6		Romans	A region in an American country	

Lent Term	W1-2	W3-6 (incl.)	W11
Theme	Physical Geography	Local History	Easter
Year 3	Rivers/Water Cycle	Our School	Easter themed activities
Year 4	Mountains	Abbots Bromley and Staffordshire	
Year 5	Volcanoes and Earthquakes	Using primary sources. In depth study of a local site after 1066	

Year 6	Climate zones	Aspects of national history in the locality e.g. Boscobel House	
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Summer Term	W1-4 (incl.)	W5-9 (incl.)	W10
Theme	Change	Human Geography	School trip based
Year 3	Stone Age to Iron Age	Types of settlements and land use	Topic-based activities to tie in with the end of year trip.
Year 4	World War II	Economic activity including trade links	
Year 5	The Victorians	Distribution of natural resources - water	
Year 6	Britain in the Twentieth Century	Renewable Energy	

Key Stage 1 and Key Stage 2 Science Plan

Year Groups	Michaelmas Term	Lent Term	Summer Term
Y1 and Y2 (2018-2019 Y2 curriculum)	Living things and their habitats Animals including humans	Uses of everyday materials The environment	Plants Scientists and Inventors
Y3 and Y4	Animals including humans Plants	Light Forces and magnets	Rocks
Year 5	Living Things and their Habitats Animals, including humans	Earth and Space Forces	Properties and changes of materials
Year 6	Humans and animals Material changes	Forces	Electricity Living things in the environment