



CURRICULUM POLICY

Part A

Context

Curriculum Statement

The Curriculum is all the planned activities we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of activities that the school provides in order to enrich the experience of our boys. Our curriculum policy applies to our pupils aged 3-11 years of age.*

Reference should also be made to the following documents: Marking Policy, Assessment Policy, individual Subject Policies, Early Years Foundation Stage Policy, Equal Opportunities Policy, Special Educational Needs Policy and Gifted and Talented Policy

The Curriculum at Altrincham Preparatory School

The curriculum offered at Altrincham Preparatory School reflects the requirements of the National Curriculum, guidance given by QCA and DCSF and caters for boys from The Early Years Foundation Stage to Year 6. However, we aim to provide learning experiences which go beyond the requirements of the National Curriculum and which reflect our ethos and aspirations as an independent school. At Altrincham Preparatory School:

- we provide the boys with a rich experience which builds on and develops their experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- we aim to provide an enjoyable, excellent and stimulating education whilst encouraging curiosity, independent, reflective thinking and creativity whilst encouraging high expectations and self discipline
- we ensure that our planned curriculum is accessible to all boys and delivers subject matter which is appropriate for their age, ability [differentiation] and aptitude, including those with special educational needs and statements, those for whom English is an additional language thus ensuring that all boys have the opportunity to learn and make progress.
- we provide a PSHCE** programme which helps boys prepare for choices, opportunities, responsibilities and experiences they will face in life as they move to the next stage of their school career; as they develop as individuals and understand their role within their local and global communities
- through our timetabled and non timetabled curriculum, we aim to ensure that each boy feels valued, learns to be sensitive and tolerant towards others, grows in integrity and responsibility
- boys, as they move throughout the school, are given opportunities to develop and acquire skills in speaking, listening, literacy and mathematics.
- we promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities whilst maintaining our Christian ethos
- we value a mutually supportive partnership in which parents, governors and staff share responsibility for the education of our boys
- our dedicated and well qualified members of staff are committed to providing high quality teaching and support for all our boys

*Part time education for [some] boys in the Nursery and full-time for boys from 4-11

**Personal, Social, Health and Citizenship Education

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is also broad, balanced, exciting and challenging and embraces the five outcomes set out in ***Every Child Matters***:

- Stay Safe
- Be healthy
- Enjoy and Achieve
- Achieve economic well-being
- Make a positive contribution

The ***areas of experience*** referred to in ***our aims*** may briefly be described as:

Linguistic

This area is concerned with developing the boys' communication skills and increasing their command of language and literacy through listening, reading and writing. In addition, we teach French from Nursery to Year 6.

Mathematical

This area helps the boys to make calculations; to understand and appreciate relationships and patterns in number and space; to develop their capacity to think logically and express mathematical ideas clearly and solve problems in real situations. Their knowledge and understanding of mathematics is developed in a variety of ways- including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing and developing the boys' knowledge and understanding of nature, materials, and forces and with developing the skills associated with science as a process of enquiry. This includes observing, forming hypothesis, conducting experiments and recording their findings.

Technological

This area is concerned with increasing and developing the boys' skills and knowledge of ICT in order to support their studies. Whilst we place importance on skill development, we place greater emphasis on ICT as a means of developing, planning and communicating ideas, as a working tool. ICT is a key aspect of cross curricular work.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past has influenced events and conditions. Subject areas, such as History, Geography and PSHCE make valuable contributions to this area in KS1 and KS2, and KUW and PSED in the Early Years.

Physical

The area aims to develop the boys' physical control and co-ordination as well as their tactical skills and imaginative responses in gymnastics. It also helps them evaluate and improve their performance. The boys also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative

This area of the curriculum is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects but art, music, drama and the study of literature make a particularly strong contribution because they call for personal, imaginative, and often practical responses.

Organisation and Planning

- The curriculum is taught through discrete subjects and linked topic areas where relevant
- We use published schemes of work in conjunction with QCA guidance and the Primary Literacy and Numeracy Strategies which set out the **long term plan** of what is to be taught over the year. [**See Curriculum Map**] for further details of Foundation Subjects]
- **Termly plans** set out what is to be covered each term.
- **More detailed weekly plans [medium term plans]** set out learning objectives, teaching strategies, resources, assessments, assessment opportunities and success criteria for topics covered.
- **Short term plans** are written on a daily basis using our day to day planners or other individually preferred models
- Wherever appropriate teachers look for ways to make cross curricular links in their planning
- From the Nursery to Year 6 our boys enjoy specialist teaching in French, Music and PE and Games
- Subject Leaders liaise with Phase Leaders and Curriculum Leader to ensure continuity and progression

- The needs of the boys, both in and out of the classroom, are monitored and accommodated throughout their time at Altrincham Preparatory School

Roles and Responsibilities

The Role of the Subject Leader

- To provide a strategic lead and direction of the subject
- To ensure that schemes of work used are reviewed and revised regularly, to ensure curriculum coverage, continuity, access and progression for all boys, in light of new developments in that subject
- To monitor and evaluate the teaching and learning in the subject
- To ensure all pupils are appropriately supported
- To support and offer advice to colleagues on issues related to the subject
- To provide efficient resource management for the subject throughout the school

[See job descriptions for further information]

The Role of the Phase Leader

Phase Leaders are expected to take a strategic lead and direction in the provision, monitoring and reviewing of **Mathematics, Literacy, Reasoning** and **PSHCE [PSED]** within their phases. They need to have a clear overview of the foundation subjects.

The Curriculum and Inclusion

We aim to recognise the uniqueness of each individual and the contribution that each boy brings to our school community. The curriculum is designed to be accessed by, and provide opportunity for all pupils.

If a boy is identified as having special educational needs the school aims to address their needs. In meeting these responsibilities, we take note of the good practice set out by the SEN Code of Practice [2001] which is reflected in our Special Educational Needs Policy. [See APS Special Needs Policy]

The school aims that the needs of boys who have been identified as Gifted and Talented are recognised and supported. [See APS Gifted and Talented Policy]

Monitoring and Review

The **Headmaster** has the overall responsibility for the leadership of the curriculum and the monitoring of its provision.

The **Deputy Head**, with the support of the **Curriculum Leader, Subject Leaders and Phase Leaders**, have the responsibility for developing and updating the curriculum and ensuring, with the Headmaster, that the curriculum has progression and appropriate coverage and is consistently monitored.

Lesson observations by Head Master, Deputy Head, Phase Leaders, and others as appropriate, and work scrutinies take place throughout the year.

Further monitoring and reviewing of the curriculum and its effectiveness takes place throughout the year using for example, appropriate assessment procedures, external examinations and the reporting process, with opportunities for feedback from parents and pupils.

Early Years Foundation Stage

The Early Years Foundation Stage is a distinct phase of care and education in its own right. The EYFS curriculum is the fundamental basis for all their future learning and helps to develop the boys' values, confidence and relationships with others. The learning and development requirements comprise of three elements:

- The early learning goals [which are the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach 5]
- The educational programme [which are the skills and processes required to be taught to young children]

- The assessment arrangements [to assess the boys' achievements]

There are six areas covered by the early learning goals and educational programmes, as follows:

Personal, social and emotional development is crucial and underpins all learning in the Foundation Stage. It therefore forms the basis for most of the boy's learning in the early stages of their school life.

Communication, language and literacy is delivered in line with The National Primary Strategy Framework for Literacy and involves the teaching of early speaking, listening, reading and writing skills.

Problem Solving, reasoning and numeracy involves numbers as labels for counting, calculating and shape, space and measures and is also delivered in line with the National Primary Strategy Framework for Numeracy.

Knowledge and understanding of the world enables boys to begin their learning about the wider world around them; developing the skills of enquiry and investigation

Physical development involves the building of fine and gross motor skills needed for physical activities as well as crucial hand - eye coordination required for developing writing.

Creative Development explores art, music and imagination.

All areas are of equal importance and are linked to each other. At Altrincham Preparatory School they are mainly delivered through well planned purposeful play in the Nursery and more directed, although appropriate activities, in Reception. Activities can be adult led and child initiated. In the Nursery, indoor and outdoor play is provided. In Reception there is less opportunity for planned outdoor play, given the environmental constraints although our outdoor environment is used whenever possible e.g. KUW, PSRN, CCL and sand and water play when the weather allows. Further opportunities are made though through the use of the Reception Activity Room. Many of our boys achieve the Early Learning Goals and beyond by the end of the EYFS.

[See APS Early Years Foundation Stage Policy]

Curriculum at Key Stage 1 and 2 2009-2010

The Number of teaching periods allocated to each subject is given in the grid.

Notes:

- Each teaching period is 30 minutes.
- There is some degree of flexibility e.g. cross curricular work, timetable constraints due to trips and visitors and use of time e.g. History focus one half of term; Geography to next. This evens out over the year.

Key Stage 1	Year 1	Year 2
Literacy	5	5
Mathematics	5	5
Science	1	1
I.C.T.	1	1
History	1	1
Geography	1	1
Art/DT	1	1
RE	1	1
PSHCE	1	1
French	0.5	0.5
Music	1	1
PE	0.5	0.5
Games	1	1
Total	20 hours	20 hours

At KS1, boys are actually in school for 32.5 hours a week per week. Not all of this time can be counted as 'teaching time'. It includes daily play times @ 2.55 hours a week; lunch times and lunch time play @ 6.15 hours a week; snack and story time @ 1.15 hours a week; assembly times @ 1.40 hours a week including hymn practise. All these aspects

form important opportunities for learning and developing personal and social skills, as valuable learning takes place outside the formal classroom situation cannot always be quantified but include:

- ◆ individual and group reading to adults
- ◆ additional 1-1 and group teaching
- ◆ individual music tuition
- ◆ the carrying out of classroom duties
- ◆ extra voluntary jobs (eg School Council)
- ◆ after school football club

We make every effort to maximise the amount of quality teaching time available to us but have also made a realistic estimation of time spent on other activities (many of which are also very worthwhile).

Lesson Allocation at Key stage 2

Code	Subject	Year Group			
		3	4	5	6
EN	English	5	5	5	5
MA	Mathematics	5	5	5	5
SC	Science	1	1	1	1
GG	Geography	1	1	1	1
HI	History	1	1	1	1
REA	Reasoning	2	2	2	1
FR	French	1	1	1	1
AR/IT	Art/ICT	1	1	1	1
MU	Music	1	1	1	1
PE	Physical Education/Swim	0.5	0.5	1	0.5
GA	Games	1	1	1	2
PSHE	Personal Social and Health Educ	0.5	0.5	0.5	0.5
RE	Religious Education	0.5	0.5	0.5	0.5
	TOTAL/21	20.5	20.5	21	20.5
S 1	English support	3	3	3	
S 2	Mathematics support	3	1	5	5
S 3	Reasoning support	1	1		
	TOTAL				

As with Key Stage1, many valuable learning opportunities are provided outside allocated lesson times which include those mentioned at Key Stage 1 and:

- orchestra, choirs
- sports and games practices
- lunch and after school activity clubs
- School Council meetings and activities
- EAL and SEN support.
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Part B Guidance and Information for Staff

Planning and Organising the Curriculum- the practicalities

Planning is the key to effective assessment and the quality of learning. Assessment informs planning. Therefore all curriculum plans, whether long, medium or short term, should be realistic, relevant and adaptable.

The aims of planning are to:

- Provide a broad and balanced curriculum
- Ensure progression, continuity and differentiation
- Inform and make use of resources
- Provide a record of work covered over the term, year and Key Stage
- Help plan time effectively and efficiently
- Help focus on classroom organisation, management and the quality of teaching

Long Term Plans

Our **long term plan** is known as the **APS Curriculum Map**. At the current time, this is a major area for development. The Curriculum Map, now fully updated shows which topics are taught each term in each year group. This is reviewed annually within our in our Phase Groups with the support of the Subject Leaders.

Subject Leaders will take the leading role in ensuring that there is continuity and progression across the school and that the APS curriculum map is a true reflection of the year's work ahead.

Medium Term Planning

Our **medium term plans at KS1 and 2** show, by week, a brief outline of each lesson and set out learning objectives, teaching strategies, resources, assessments, assessment opportunities and success criteria for topics covered. In Literacy and Mathematics, we will *gradually* be adopting aspects of the Renewed Primary Frameworks. We currently use The National Literacy and Numeracy Strategies and published schemes of work and QCA guidance for our medium term planning in the foundation subjects.

Weekly plans are used to set out the learning objectives for each session [WALT and WILF for KS1]; key questions and vocabulary; how the lesson will be differentiated and adapted for boys with special educational needs or statements and extended for the gifted and talented boys; assessment opportunities and the resources that will be used.

In **Literacy** and **Mathematics**, activities are differentiated. These are indicated by the use of triangles [HA], squares [MA] and circles [LA]. These symbols are also used for foundation subjects when appropriate. These symbols are also used within the sets to differentiate further at KS2 and KS1 as appropriate. Extension work is also shown.

We have agreed formats for planning for the EYFS and KS1 and 2. The follows plans are be kept in each members of staff Purple Planning File:

- Annual Plan
- Termly Plan
- Weekly Literacy Plans [referencing any cross curricular links]
- Weekly Mathematics plans [referencing any cross curricular links]
- Weekly plans for Foundation Subjects [showing any cross curricular topic links]

Weekly plans are evaluated across the year group weekly.

Daily Plans

Daily Plans are very teacher-specific with a variety of models being used that reflect individual preferences. Some colleagues use teacher planners, TA planners and others keep files for their daily planning.

Further guidance

Key Stage 1

Setting is introduced from after half term in Term 2 (Spring) for Mathematics in Year 1 and continues throughout Year 2. There is support for a limited number of boys who are experiencing difficulties in literacy through the work of the SENCO.

Parents are kept informed of our termly plans at the start of each term. Information about homework, play ground behaviour management, year group systems, reading, planned visits is discussed during our Welcome Meetings at the start of each academic year

Key Stage 2

At Key Stage 2 the curriculum at our school places a greater emphasis on the demands of our independent status and aims. Subjects are taught separately with **setting** taking place for Mathematics and English from Year 3. Reasoning is also timetabled weekly. To ensure appropriate curriculum coverage, it means that there is the need to focus on, for example, a History Topic for one half of a term and a Geography one for other half. Again, tentative strides are being made to adopt a more interdisciplinary approach to support the teaching of some foundation subject areas and focus on the teaching and application of the core skills of communication, application of number, the use of technology, collaborative learning, problem solving and self assessment and reflection on performance.

Assessment

To monitor progress and support the boys' learning, we use PIPS throughout the school from the Nursery to Year 6. This allows us to use the information to track progress, take the necessary action and make informed predictions and judgements about individual boys' progress or groups within each cohort.

QCA SAT's are used at the end of Key Stage 1 and these are sent for moderation. In Year's 3, 4 and 5, optional SAT's are used to monitor progress through the National Curriculum. Spelling tests feature throughout the school from Y1-Y6.

See appendix 1 at the end.

Target Setting

Target setting plays an important part of the curriculum. Targets are set three times a year in the Autumn, Spring and Summer Term. Targets set in the Spring and Summer Terms form part of the boys' interim and end of year report. Targets are set in the Autumn Term prior to Parent Consultation Meetings and discussed at this stage. These are monitored. All targets are shared with parents.

Our **Marking Policy** supports our assessment of the boys' work. [See Marking Policy.]

Special Needs

We are a non-selective school. The curriculum at APS is designed to provide access and opportunity for all boys who attend school. Work is suitably differentiated and adapted to ensure that it matches the aptitudes and needs of the boys.

If we think it is necessary to adapt the curriculum further to meet the needs of individual boys, we do so only after consulting with parents. If a boy has special needs, we do all we can to meet a boy's individual need[s]. In most instances, the teacher is able to provide resources and educational opportunities which meet the boy's needs within normal class organisation, with the support of the SENCO.

If a child's learning requirements need to be further supported, the **SENCO** is responsible for ensuring that boys who are experiencing special needs or require additional support in Literacy at KS1 and Mathematics and Literacy at KS2 are appropriately supported by members of the support team. The SENCO will also advise on the use of external agencies where this is thought appropriate.

APS provides an Individual Education Plan [IEP] for each of the boys who are on the Special Needs Register. This sets out the nature of the special need and outlines how the school will aim to address the needs. It also sets out our targets for improvement so we can review and monitor the progress of each boy at regular intervals.[See our Special Needs Policy].

Gifted and Talented

The school at KS1 has a Gifted and Talented Register which is reviewed annually. Boys can be logged onto the register throughout the year as necessary. As part of the planning process, we aim to ensure that boys who have been identified as gifted or talented boys are given opportunities and challenges to extend their thinking.

At KS2, the school has decided against a set programme in the main core subjects. Instead, the school has introduced setting and better differentiation within class lessons. The rich sport and music programmes provide much opportunity for boys who are gifted and talented in these disciplines.

Every opportunity is taken to celebrate achievement and success on both sites and during assemblies and school events. Boys with talents are encouraged to expand their knowledge and skills and extremely able boys presented with specific challenges that match their abilities. Parents are encouraged, by the G&T Leaders, to take advantage of opportunities offered by external agencies and publications such as Aquila are suggested. [See our Gifted and Talented Policy]

Reviewed July 2009

Implemented Sept 2009

Revised January 2010

Review July 2010

Appendix 1

Assessment, Reporting and Parents' consultations for Academic Year 2009/2010

Early Years	Key Stage 1	Years 3 & 4	Year 5	Year 6
Introductory Parents' meeting PIPS Aspects/baseline	Introductory Parents' meeting	Introductory Parents' meeting NFER Maths/Eng 8 & 9	Introductory Parents' meeting NFER Maths/Eng 10	NFER Maths/Eng 11 (Inset Day) AGS / St Ambrose / Sale and other Trafford GS entrance exams Parent consultations re Trafford form
Autumn ½ term break				
Parent consultations	Parent consultations	Parent consultations	Parent consultations Verbal & Non-Verbal Reasoning	Secondary School references Parents consultations by invitation Report – letter format
Christmas Holiday				
Interim report	Year 2 PIPS Internal Assessments Interim report	Internal Assessments Interim Report	Internal Assessments Interim report	Secondary School references Independent Secondary Grammar School exams
Spring ½ Term break				

Parent consultations	Parent consultations	Parent consultations	Verbal and Non-Verbal Reasoning Parent consultations	Parent consultation by invitation (exam results)
Easter Holiday				
			<i>Meeting(s) with year 5 parents re secondary school examinations</i>	
		Summer ½ term break		
Aspects / Reception PIPS baseline follow-up Parent consultations Nursery & Foundation profile	Yr 1 PIPS QCA & end of year Assessment exams Parent consultations End of year report	PIPS QCA & end of year Assessment exams Parent consultations End of year report	PIPS QCA & end of year Assessment exams & V & NV reasoning Parent consultations End of year report	End of year report