



## Curriculum Policy

### Introduction

**The Curriculum** is all the planned activities we organise in order to promote learning, personal growth and development. Central to this policy is our view that our curriculum provides every opportunity for all our boys to **learn and make progress**. 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.\*

The curriculum offered at Altrincham Preparatory School reflects the requirements of the National Curriculum, guidance given by Independent Association of Preparatory Schools (IAPS) and the DfE, catering 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.

Altrincham Preparatory School recognises its responsibility to prepare its boys for life in modern Britain. We strive to prepare the boys for the opportunities, responsibilities and life experiences within a multicultural British society, whilst maintaining a shared sense of structures that are needed to keep individuals and communities safe. We actively celebrate and promote British values that encourage a happy, safe and successful national community.

### Aims

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, and for those whom English is an additional language thus ensuring that all boys have the opportunity to learn and make progress
- we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- we provide a PSHCE\*\* programme which reflects the school's aims and ethos. In line with the Equality Act 2010, the programme encourages respect for others, 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 and as they develop as individuals, understanding 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, English 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 Pre-School and full-time for boys from 4-11

\*\*Personal, Social, Health and Citizenship Education (Personal, Social, Emotional Development - Early Years)

## **Entitlement**

All boys are entitled to access all areas of the APS Curriculum at a level that is appropriate to their needs arising from ability, special educational needs and race.

Field work may have to be adapted to individual requirements.

## **Equal Opportunities**

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each boy is valued, respected and challenged regardless of religion, race, background, culture or disability.

## **Planning the Curriculum**

### ***Long Term Plan***

The curriculum map shows the broad areas of learning which are taught each term for each year group throughout Altrincham Preparatory School. The curriculum map is updated annually. A copy is saved on the shared network.

### ***Medium Term Plan***

Each area of the curriculum is delivered through planned units of learning within each year group and sets out the main focus for teaching and learning each week over each term. These give details of the main teaching focus for each term. This ensures that there is commonality within each year group. It allows for

continuity and progression across the subjects and avoids duplication or omission. Copies of plans are saved on the shared network.

### ***Weekly planning***

This shows how each individual lesson is planned; sets out the specific learning objectives, skills and knowledge the boys will develop and learn, the activities the boys will be doing and focus for the plenary session. Planning shows clearly how work is differentiated and which boys will need further support. Weekly planning is evaluated and used to inform future planning and teaching by highlighting areas of strength or need. It also supports the curriculum review process within each year group and key stage. Links with other curriculum areas are also highlighted within our weekly planning.

In English 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 where appropriate. These symbols are also used within the sets to differentiate further at KS2 and KS1 as required. Extension work is also shown.

The current weekly plan is on each teacher's desk to refer to and evaluate. Past copies for the present academic year are saved on the shared network.

Daily plans are very teacher specific with a variety of models being used to reflect individual preferences. Some colleagues use Teacher Planning Diaries, own diaries, TA planners and others keep files.

Reference should be made to the *Planning Policy*.

### **Learning and Teaching**

Learning and teaching is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the needs of our boys and the requirements of the secondary grammar school entrance examinations.

At Altrincham Preparatory School we use a variety of teaching and learning styles in our lessons. Our principal aim is to develop the boys' knowledge, skills and understanding, and to encourage independent thinking.

Good learning occurs when the conditions are right for it to do so. Pupils are encouraged, enabled and motivated to learn by the teacher's management of the curriculum and learning environment.

Good teaching starts with sound subject knowledge and well planned lessons which ensure that the curriculum is accessed by **ALL** boys in the school.

Reference should be made to the *Learning and Teaching Policy*.

## **Homework**

At Altrincham Preparatory School we attach much importance to the constructive use of homework. Whilst it is held to be a discipline in itself, it also forms an integral part of school work affording an opportunity for consolidation of lesson work, independent learning and research and extension to the coverage of a lesson. Each Year group sets an appropriate amount of homework in line with the Homework Policy. Emphasis is placed on the consolidation of classroom learning and the development of independent study skills. Homework is discussed with Parents at the start of each academic year at the Welcome Meetings.

For further information please refer to the School's *Homework Policy*.

## **Assessment**

At Altrincham Preparatory School, we use both formative and summative assessment techniques, as well as diagnostic assessment.

### *Formative Assessment*

This is the ongoing assessment carried out by teachers either formally at the end of each unit of work or informally at the end of each lesson. The results of formative assessments enable teachers and boys to reflect on what has been taught and learned and appropriate action taken.

### *Summative Assessment*

These occur at defined periods throughout the academic year GL Assessments. Summative tests help teachers in marking assessments against national criteria and provide overall levels for each boy.

### *Diagnostic Assessments*

All assessments can provide some diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, phonic assessments and diagnostic tools used by the Learning Support Co-ordinator (refer to *Disability, Inclusion, Special Educational Needs and Learning Support Policy*)

Refer to the ***Assessment Policy***.

## **Reporting to Parents**

Communication is a vital part of the work of Altrincham Preparatory School and all parents are encouraged to be fully involved in their son's learning.

Key Stage 1 and Key Stage 2 reports are written for parents twice a year. Each report includes a short statement of what has been taught within individual subject areas throughout the year. These are written within each year group and are agreed with the Assistant Heads, Deputy Head and Head Master. Individual comments are then made by the class teacher and or a specialist teacher, based on assessments, which highlights the boys' progress, skills and knowledge development, achievements and next steps.

Early Years report to parents twice a year using the EYFS Profile as the guiding document.

Parent Consultation Evenings are held in the Autumn and Summer terms. Parents are invited to attend a meeting with the class teacher to discuss their son's progress, skills and knowledge development, achievements and next steps.

In KS2 the Home/School diary is used as a means of communication between parents and the class teacher. KS1 use their reading diary and EYFS make use of their PSED Observation books and reading diaries.

Altrincham Preparatory School has an 'open door' policy and encourages parents to discuss their son at any time during the academic year.

## **Monitoring and Review**

During the course of each academic year, every year group is monitored. This includes a scrutiny of exercise books, homework diaries, planning and assessments from a sample group. These are carried out by the relevant Assistant and Deputy Head. Results of this are fed back to colleagues, reported to Senior Management Team and relevant action taken.

### Value Added Analysis

This information is accessed as part of the schools involvement in GL Assessment, a standardised assessment. It should always be used in a positive way to improve pupil performance where pupils are encouraged to achieve beyond their base line prediction. Each class teacher reviews the results from the previous year and produces a discussion document. It is an equally important tool for self evaluation for teaching staff.

In Reception and KS1 Phonic assessments are undertaken each term.

Reasoning is monitored and tracked through the school using specified assessment papers in the Autumn, Spring and Summer terms. Results are reported to the member of staff with the responsibility for overseeing Reasoning, who in turn informs the Deputy Head and Head Master. This allows Reasoning to be tracked throughout the school. These results are used by teachers when writing end of year reports, to group children for the next academic year and to examine trends within year groups. It is an equally important tool for self evaluation for teaching staff.

## **Roles and Responsibilities**

The Head Master has the overall responsibility for the leadership of the curriculum and the monitoring of its provision.

The Head Master in consultation with Academic and Pastoral Team are responsible for:

- determining the ways in which the curriculum should be taught in school
- deciding the provision and allocation of resources
- deciding ways in which developments can be assessed and records maintained
- ensuring that the curriculum matches and achieves the aims and objectives of the school

- ensuring all curricular policies are fully implemented and reflect practice at Altrincham Preparatory School
- ensures that high standards are maintained
- providing and organising training to keep staff skills and knowledge up to date
- raising standards within each phase

The Deputy Head, with the support of the Assistant Heads, 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.

Throughout the academic year, lesson observations are carried out by the Head Master, Deputy Head, Assistant Heads, and others as appropriate. Work scrutinies take place on a termly basis.

As well as taking a strategic lead in the provision, monitoring and reviewing of Mathematics, English, Reasoning and PSHE in their phases, and keeping on top of the foundation subjects, the Assistant Heads are responsible for:

- ensuring that the policy is implemented
- advising the Deputy Head teacher of InSeT needs within their phase
- advising colleagues about effective teaching strategies
- monitoring the delivery of the curriculum through work and planning scrutiny.

Under the direction of the Phase Leader, each phase group is responsible for:

- reviewing topics taught, programme(s) of work and relevant policies
- providing subject specific recommendations
- updating the curriculum map
- auditing resources
- sampling pupil work

Class teachers are responsible for:

- Implementing the Curriculum Policy, subject policies and all relevant policies into their planning, teaching, assessments, reporting and every day practice.

Specialist Teachers are responsible for:

- Implementing the Curriculum Policy, their specialist subject policy and all other relevant Altrincham Preparatory School policies into their planning, teaching, assessments, reporting and every day practice.

Teaching Assistants are responsible for:

- Supporting the EYFS / KS1 class teacher's delivery of the curriculum

## **Health and Safety**

It is our school policy to ensure that any educational visits are planned in line with our Risk Assessment Policy and all related health and safety policies. Risk Assessments are completed using our schools' pro-forma and handed to the Head Master for his comment and approval. The School Office must also be informed so that the administrative staff can process arrangements. Staff should also refer to our Educational Trips Policy.

## **Related Policies**

- **All** subject policies
- Advanced & Able Policy
- Appraisal Policy
- Assessment Policy
- Behaviour Management Policy
- Disability, Inclusion, Special Educational Needs and Learning Support Policy
- Early Years Foundation Stage Policy
- Educational Trips Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Homework Policy
- Marking Policy
- Planning Policy
- Learning and Teaching Policy

**The Equality Act 2010 and Schools - Departmental advice for school leaders, school staff, governing bodies & local authorities** (*Department of Education May 2014*)

This policy was compiled and updated by Lindsay McKenna (Deputy Head)

Its implementation is the responsibility of ALL teaching staff.

It will be monitored for its effectiveness by the Head Master on behalf of the Governors.

This policy is scheduled for review annually, or before if deemed necessary.

**Date Reviewed and Updated: July 2018**

**Date to be reviewed: July 2019**

## **Appendix 1**

### **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 three Prime areas and four Specific areas covered by the early learning goals and educational programmes, as follows:

#### **Three Prime Areas -**

**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 and Language** is delivered in line with EYFS curriculum for English and involves the development of early speaking, listening and understanding.

**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.

#### **Four Specific Areas -**

**Literacy** – is delivered in line with EYFS curriculum for English and involves the teaching of reading and writing skills.

**Mathematics** - numbers and shape, space and measure and is also delivered in line with the EYFS curriculum for Mathematics.

**Understanding the World** enables boys to begin their learning about the wider world around them; developing the skills of enquiry and investigation

**Expressive Art & Design** explores art, music and imagination.

All areas are of vital importance and are linked to each other. At Altrincham Preparatory School they are mainly delivered through well planned purposeful play in the Pre-School and more directed, although appropriate activities, in Reception. Activities can be adult led and child initiated. In both the Pre-School and Reception, indoor and outdoor play is provided.

By the end of Reception, most of our boys have reached either the "Expected" level of development (and have achieved the Early Learning Goals) or the "Exceeded" level of development (meaning that they are consistently performing at a level beyond that expected for a Reception aged child). Some, often younger, children may still be at the "Emerging" level of development; in these cases, appropriate support is given throughout the year and as the boys move in to Year 1. Reference should be made to the *EYFS Policy*.



## **Appendix 2**

### **Curriculum at Key Stage 1**

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

Notes:

- Each teaching period is 60 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.

<b>Key Stage 1</b>	<b>Year 1</b>	<b>Year 2</b>
<b>English</b>	5 + 1 Reading time+ 1 Handwriting and Library [7]	5 + 1 Reading time+ 1 Handwriting and Library [7]
<b>Mathematics</b>	5	5
<b>Science</b>	1	1
<b>I.C.T.</b>	1	1
<b>History</b>	1	1
<b>Geography</b>	1	1
<b>R.E.</b>	0.5	0.5
<b>PSHE</b>	0.5	0.5
<b>Music</b>	1	1
<b>French</b>	0.5	0.5
<b>Art</b>	1	1
<b>P.E.</b>	2	2
<b>flexibility</b>	0.5	0.5
<b>TOTAL</b>	<b>22</b>	<b>22</b>

This grid refers to **structured, supervised education** time when the boys are actively taught in class by their teacher or specialist teacher.

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 which consist of two 15 minute breaks- one in the morning and one in the afternoon
- lunch times and lunch time play which last for 1hr 15 minutes
- snack and story time 1.25 hours a week
- assembly time and hymn practice totalling approximately 45 minutes

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 (e.g. School Council)
- after school football club and lunch time clubs

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).

## Curriculum at Key Stage 2

Key Stage 2		Year Group			
Code	Subject	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	1.5	1.5	1.5	1.5
FR	French	1	1	1	1
AR	Art	1	1	1	1
IT	ICT	1	1	1	1
MU	Music	1	1	1	1
PE	Physical Education/Swim	0.5	0.5	0.5	0.5
GA	Games	1.5	1.5	1.5	1.5
PSHE	Personal Social and Health Education	1.5	1.5	1.5	1.5
RE	Religious Education	0.5	0.5	0.5	0.5
	Flexibility	0.5	0.5	0.5	0.5
<b>TOTAL CURRICULAR SUBJECT TIME</b>		<b>22.5</b>	<b>22.5</b>	<b>22.5</b>	<b>22.5</b>
<p>Within the MR day, the time between 10.00 – 10.40 is used for specific curriculum activities such as Head Master &amp; Class Assemblies, Hymn Practice, group reading and tutorial work (PSHE).</p> <p>There are three assembly / Hymn Practices per week at KS2 totalling 1hour.</p> <p>Playtimes consist of a morning break and an afternoon break. There is an extended Reward Playtime on a Friday. Lunchtimes are from 12.00 – 1.15pm.</p> <p>In addition, Years 5 and 6 teach on until 3.45pm as opposed to 3.30pm for years 3 &amp; 4. This time is used flexibly and creatively so again, an additional 1hr 15mins should be added to the Year 5 &amp; 6 total curriculum time.</p>					
<b>TOTAL CURRICULUM TIME</b>		<b>23.5</b>	<b>23.5</b>	<b>24.75</b>	<b>24.75</b>
<b>TOTAL SCHOOL DAY</b>		<b>32.5</b>	<b>32.5</b>	<b>33.75</b>	<b>33.75</b>