



WANDSWORTH PREPARATORY SCHOOL

Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

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Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4 and 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

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- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Ensures that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum; these can be found in the school's PSHCE scheme of work

Curriculum

Foundation Stage (Age 4 – 5 years)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (September 2014), which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French, Spanish and physical education.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, Mathematics and Science,

Linguistic – French and Spanish

Human and Social - History and Geography

Aesthetic and creative education - Art, Music, Dance and Drama

Life Skills – PSHCE

Physical – Individual and Team Sports, Clubs

Technological - ICT, design and technology

Forest School

Forest School is an integral part of our curriculum from Reception through to Year 6.

Forest School is a unique method of Outdoor Education that allows children to develop confidence, independence, self-esteem and awareness and knowledge of the natural environment. In the Foundation Stage Forest School provides opportunities for developing all areas of the curriculum.

Forest school sessions can be planned to support specific curriculum topics, or areas of interest. For example; Science projects relating to plants and mini-beasts, Design Technology; constructions and materials, Art; collage and sculpture using natural materials and textures, Music using home-made claves and xylophone. All Forest School sessions include elements of creativity, and the development of personal and social skills.

Forest school sessions are open to all pupils, and are adapted according to the pupils/groups individual needs. All children have the opportunity of taking part in Forest School sessions:

Reception and Year 1: one morning session per week.

Year 2- 6: one afternoon session per fortnight.

CNED

Pupils aged between 6 and 11, whose mother tongue is French, have the opportunity to follow both the French and the English curriculum alongside one another. We do this by offering the CNED programme; a well-established programme validated by the French Ministry of Education to provide a French educational standard for students living overseas.

The programme, textbooks and evaluations are all provided by the CNED (Centre National d'Enseignement à Distance), which is based in Toulouse, France. This organisation provides an end of year report certifying that the child has completed the CNED programme which subsequently allows pupils to return to a French school at the right level.

Pupils are taught by qualified French native-speaking teachers and the number of lessons they receive depends on their age and individual needs. Twice a week, children study the Language and Mathematics programme of their respective classes in France i.e. CP- CE1 – CE2 – CM1- CM2. Younger children typically have between 1 and 1 ½ hours per week and older children up to 2 ½ per week. Lessons can be taught in

small groups of 1- 5 children.

Equal Opportunities and Safeguarding:

The curriculum at Wandsworth Preparatory School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and SENCo, alongside SLT, oversees this.

Additionally, Our PSHCE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the ICT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHCE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE, is a mandatory part of the school curriculum from September 2020 and the school is currently revising its curriculum in these areas in readiness for teaching from Summer 2021, ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE).

Pupil Progress and Assessment:

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate

progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In the EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years' Profile is provided to parents and Wandsworth Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information:

Further detailed information on the subjects taught in each year group can be found in the Parent Handbook, which is available for download from the secure section of the school website, or a copy may be requested from the school office. Year group curriculum guides detail objectives covered in core and foundation subjects and are available on the secure section of the school's website