



# Chesham Preparatory School

## CURRICULUM POLICY

Note: This policy applies to the Early Years Foundation Stage as well as to the whole school.

### Aims of the Policy

Chesham Preparatory School aims to:

- provide pupils with a broad and balanced curriculum, which delivers an education accessible to all pupils;
- ensure that pupils develop essential speaking and listening, literacy, digital literacy and numeracy skills;
- foster pupils' creativity and develop essential skills, including learning skills;
- promote a healthy lifestyle;
- inspire pupils to a commitment to learning which will last a lifetime;
- promote high standards in all teaching and learning.

### Objectives

In line with current ISI and DfE regulations, we will ensure that:

- we will provide full-time supervised education for pupils of compulsory school age (in accordance with section 8 of the Education Act 1996), providing a high quality of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- all subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care (EHC) Plan;
- all pupils acquire speaking, listening, literacy and numeracy skills appropriate to their age;
- consideration for extra provision is given to children whose first language is other than English;
- where a pupil has an EHC Plan, he/she will receive an appropriate education which fulfils the requirements of that plan;
- Personal, Social and Health Education (PSHE) will reflect the School's holistic aim and ethos;
- in Year 8, appropriate careers guidance will be provided for all pupils;
- a programme of appropriate activities will be provided for children within the Nursery to reflect their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- all pupils have the opportunity to learn and make progress;
- opportunities are provided to prepare pupils for the responsibilities and experiences of adult life.

## Organisation of the Curriculum

***The School provides full-time supervised education for pupils of compulsory school age, providing a high quality of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.***

The curriculum is organised so that it provides experience of the different elements of learning:

- Knowledge
- Concepts
- Skills
- Attitudes

and the different areas of learning:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical and aesthetic
- Creative education

***All pupils acquire speaking, listening, literacy, digital literacy and numeracy skills appropriate to their age and all pupils have the opportunity to learn and make progress.***

### **Early Years Foundation Stage (EYFS)**

The EYFS comprises Nursery and Reception classes. There is one Nursery class and two parallel Reception classes.

***A programme of appropriate activities will be provided for children within the Nursery to reflect their educational needs in relation to personal, social, emotional and physical development and communication and language skills.***

The Nursery and Reception classes follow the Early Years Foundation Stage Framework 2023, which is based on the seven areas of learning and development. These areas are sub-divided into three prime areas and four specific areas. All areas of learning and development are important and interconnected.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

From 2016, the school has been exempt from the Learning and Development Requirements of the EYFS, enabling us to offer an enhanced curriculum including specialist teaching in French, Spanish, PE, Art and Music.

Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. Planning takes account of differing levels of achievement and ability with differentiated activities and approaches.

The School fully supports the principle that young children learn through play and by engaging in well-planned structured activities.

During the children's first term their teacher begins to record the skills of each child on entry to the School. Continuous observation plays an important part in the future curriculum planning for each child. The Foundation Stage Profile is used as a tool to assess children's progress at the end of the Reception year and to inform the Year 1 teachers.

All children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

There is an EYFS to Year 2 assembly once a week. There is a Nativity Play at Christmas, a Harvest Festival, a Parents' Day celebration, a Sports Day and an open afternoon for current parents in the summer term.

Educational visits take place throughout the year to places of interest related to work in the classroom, including a trip to the local pantomime at Christmas.

### **Junior School**

The Junior School covers Years 1 to 4. There are two parallel mixed-ability forms in Years 1 and 2 and four parallel mixed-ability forms in Years 3 and 4. The day is divided into nine lessons and eight lessons for Years 1 and 2.

Throughout the Junior School, all children are taught English, Mathematics, Science, History, Geography, Spanish, French, Computing, Music, Art and Design Technology, PSHE and Religious Education. The curriculum for each subject is broadly in line with national curriculum guidelines but is also supplemented with additional activities designed to stretch and challenge each of our pupils. The curriculum is based roughly on 80% of the national curriculum, with 20% being made up from other areas, eg ISEB curriculum etc.

The Junior School builds on the solid foundation established by the Early Years Foundation Stage. Pupils are taught by subject specialist teachers in Computing, Music, French, Spanish, Physical Education and Games. The Head of Junior School joins Years 1 and 2 for 'Show and Tell' each week.

In Year 4 the children are split into sets for Mathematics. The groups are split into an 'A' set, two parallel 'B' sets and a 'C' set. Lessons in English and Mathematics take place each day and are timetabled for the morning whenever possible.

Pupils in the Junior School are encouraged to join co-curricular clubs, which include choir, craft, drama, Computing, Street Dancing, Lego Robotics and a wide variety of sports clubs. Some children learn to play a range of musical instruments in individual lessons.

Educational visits take place throughout the year to places of interest related to work in the classroom. Educational groups visit the School to enhance the teaching and learning about historical topics, such as the Romans and Vikings. There is an activity week in the summer term when the children experience a wide range of sporting and academic activities on and off site to enhance the curriculum. Year 4 spend two days and one night away during this week, experiencing camping and many other outdoor pursuits.

Years 1 and 2 perform a Nativity Play at the end of the autumn term and Years 3 and 4 take part in a

Christmas Service at St Mary's Church in Chesham. In the spring term, Year 3 and Year 4 entertain parents with separate concerts/performances at the end of term. In the summer term there is a Parents' Day concert and Open Classrooms for Years 1 and 2.

### **Senior School**

The Senior School comprises Years 5, 6 and 8. There are three parallel forms in Year 5, three in Year 6, and one in Year 8.

Children are taught the same subjects as in the Junior School and all subjects are taught by subject specialists. Year 8 can study Spanish or French and a weekly lesson on Study Skills for all classes in Year 5 is also built into the timetable. Art and Design Technology are taught as discrete subjects. Year 8 follow the Common Entrance syllabus for examinable subjects.

In Years 5, 6 and 8 children are grouped into ability sets for English and Mathematics, with a similar setting format to the Junior School.

Pupils in the Senior School are encouraged to join co-curricular clubs, which include music (choir and orchestra), drama (club and school play), judo, golf, computing, STEM and a wide variety of sports clubs.

Residential trips in the summer term for Years 5 to 8 give an exciting opportunity for the children to participate in educational activities off site, promoting teamwork and an enthusiasm for learning.

A number of educational visits take place during the year to enhance the teaching and learning in specific subjects.

Matches are played against many schools in a range of sports; the majority of pupils represent the School.

The School Choir participates in local festivals and performs at annual events for parents, staff and governors. The school drama production is a major event every year in the summer term for Years 6 and 8.

### **Delivery of the Curriculum**

Staff are expected to actively promote and seek to secure the curriculum aims (above) and, in particular to:

- enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of an adequate quality, quantity and range;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan lessons so that pupils can progress;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals.

## Planning

***Planning ensures subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with learning difficulties and/or disabilities, those with a statement or pupils on the gifted and talented register.***

The curriculum is planned in three phases.

A long-term programme of study plan for each key stage is agreed. This indicates what topics are to be taught in each term and to which groups of children.

Medium-term curriculum overviews give clear guidance on the learning objectives that we use when teaching each topic.

Short-term half-termly plans are written on a weekly basis. They supplement medium-term curriculum overviews and identify what teaching activities and resources are going to be used in a lesson.

Curriculum Overviews are available to parents via the school website each term.

## Co-curricular Activities

The School provides an extensive range of activities that enhance pupils' educational experience.

## Special Educational Needs and Disability

The curriculum is designed to provide access and opportunity for all children who attend the School. If it is necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a learning difficulty and/or disability the School does all it can to meet their individual needs. If a child displays signs of having a specific learning difficulty, the teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more complex the Learning Support Department provides extra support and, if necessary, the appropriate external agencies are involved.

***Consideration for extra provision will be given to children whose first language is other than English.***

The School provides a *Pupil Passport* for each of the children who receive learning support. This sets out the nature of the learning difficulty and outlines how the School will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals. In addition, *Provision Maps* for each class provide a class record of any learning needs.

***Where a pupil has an Education, Health and Care Plan, he/she will receive an appropriate education which fulfils the requirements of that plan***, following an adapted curriculum tailored to their needs, with 'in-class' support if necessary. The School's SENCo will be responsible for liaising with Buckinghamshire Education Authority and ensuring a review of the EHC Plan takes place annually.

Children with an ability to develop to a level significantly ahead of their year group are placed on the School's Gifted and Talented register.

## **PE and Games**

All pupils are expected to take part in the School's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent is required.

## **Homework**

Homework should be a reinforcement of the learning experience at school. Tasks set for homework should be manageable, worthwhile and achievable and should need a minimum of parental input. Parents are encouraged to take an interest in the homework tasks of their children.

## **Personal, Social and Health Education**

***Personal, Social and Health Education (PSHE) reflects the School's holistic aim and ethos*** and provides a vital foundation for the personal development of young people in preparing them for adult life. We aim to educate the child as a whole person and build this into the curriculum on a day-to-day basis throughout the School with an additional weekly PSHE lesson in both the Junior and Senior Schools when children can share and discuss issues, feelings and concerns. The PSHE policy and scheme of work provide more detail.

We have a School Council that comprises one representative from each class in the School. The Council discusses issues raised by pupils and the representatives feed information back to their classmates.

All pupils in the Senior School are allocated a member of staff to act as their personal tutor. This person has responsibility for overseeing the children's academic progress and pastoral wellbeing.

## **Sex Education**

The School provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

## **Assessment**

The opportunity for children to learn and progress is at the heart of the school curriculum. Children's progress is constantly monitored through a programme of continuous assessment, both formative and summative. The progress of each pupil is tracked and appropriate challenges, support and intervention are put in place. The School's Assessment, Recording and Reporting Policy gives further detail.

## **Preparation for the Future**

***The curriculum is designed to prepare pupils effectively for the opportunities, responsibilities and experiences of life in society.***

In Years 6 and 8 the children are introduced to a range of activities that extend beyond the national curriculum, including enrichment days, visits, talks and workshops that give them an introduction to different skills needed later in life and to a range of careers and opportunities that will be available to them beyond their time at school.

## Careers Education Guidance Policy Year 8

We take pride in offering students the opportunity for academic and personal success in a caring environment. We are committed to high standards of achievement and behaviour, continuous improvement and the challenge of developing the potential of all our students.

Careers education, information, advice and guidance begins to prepare students for the opportunities and responsibilities of adult working life. Our aims are:

- for students to begin to develop an understanding of the huge range of career opportunities available; and
- to support students in beginning to make informed and realistic career decisions.

This is delivered by a programme of career guidance opportunities within enrichment days and assemblies for all students in Year 8, including talks in assembly from a variety of professions, which give an insight into career opportunities. Careers guidance is presented in an impartial way, showing no bias or favouritism towards a particular education or work option. The Head of Senior School oversees the development and delivery of the school's career guidance provision.

### 2022-24 Timetable

Term/Date	2022-2023	2023-2024
Autumn 1		
Autumn 2	Study Skills Day	Study Skills Day PSHE – employment and job opportunities
Spring 1	STEM programme led by Science Dept PSHE - Attitude to work and entrepreneurial skills	STEM programme led by Science Dept
Spring 2	STEM programme led by Science Dept	STEM programme led by Science Dept
Summer 1	Career assembly	Career assembly
Summer 2	PSHE – The work of an MP Houses of Parliament trip Career assembly (parent)	Career assembly Houses of Parliament trip Careers Guidance talk – interview skills and CV advice

### Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's teacher or tutor. If the issue is not resolved parents should seek a meeting with the Head of Department, the Head of Year or the Deputy Head Academic as appropriate. In some instances it might be appropriate to raise an issue with the Headmaster. If issues are still left unresolved parents may follow the School's Complaints Policy and Procedure for Parents, which is available on the school website or upon request from the school office.

## **Monitoring and Review**

This policy will be monitored by the Deputy Head Academic, who will report to the Headmaster on its implementation on a regular basis.

The Headmaster will report to the governing body's Education and Pastoral Committee on the progress of the policy and will recommend any changes.

**Policy reviewed: September 2023**

**Next review: September 2024**

**Person responsible: Deputy Head Academic**



## Curriculum Plan Academic Year 2023-24

	Year 1 2 classes x 20 pupils		Year 2 2 classes x 20 pupils		Year 3 3 classes x 20 pupils		Year 4 3 classes x 20 pupils		Year 5 3 classes x 20 pupils		Year 6 3 classes x 20 pupils		Year 8 1 class x 12 pupils	
	Time	Setting	Time	Setting	Time	Setting	Time	Setting	Time	Setting	Time	Setting	Time	Setting
<b>English</b>	5 hrs	No	5 hrs	No	5 hrs	No	5 hrs	No	5 hrs	Yes	5 hrs	Yes	4 hrs	Yes
<b>Mathematics</b>	5 hrs	No	5 hrs	No	5 hrs	No	5 hrs	Yes	5 hrs	Yes	4.5 hrs	Yes	4 hrs	Yes
<b>Science</b>	1 hr	No	1.25 hr	No	1.5 hrs	No	1.5 hrs	No	2.5 hrs	No	2.5 hrs	No	3.75 hrs	No
<b>History</b>	1 hr	No	1 hr	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	2 hrs	No
<b>Geography</b>		No		No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No
<b>Spanish</b>	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.75 hr	No	1.75 hrs	Choice of French or Spanish
<b>French</b>	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.75 hr	No		
<b>Computing</b>	0.5 hr	No	0.5 hr	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No
<b>Religious Education</b>	0.5 hrs	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	1 hr	No	1.25 hrs	No
<b>Music</b>	1 hr	No	1 hr	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No
<b>Drama</b>									0.5 hr	No	0.5 hr	No	0.5 hr	No
<b>DT</b>	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No
<b>Art</b>		No		No		No		No	1.25 hrs	No	1.25 hrs	No	1.25 hrs	No
<b>PE</b>	0.5 hr	No	0.5 hr	No	1 hr	No	1 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No
<b>Games</b>	1.5 hrs	No	1.5 hrs	No	3 hrs	Yes	3 hrs	Yes	3.5 hrs	Yes	3.5 hrs	Yes	3 hrs	Yes
<b>Swimming</b>	1 hr (2 terms only)	No	1 hr	No	1 hr	No	1 hr	No	1 hr	No	1 hr	No	1 hr	No
<b>PSHE</b>	0.5 hrs	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No	0.5 hr	No
<b>Study Skills</b>									0.5 hr	No				

**Setting in English and Mathematics** Children in Years 5 to 6 (English) and Years 4 to 6 (Mathematics) are split into 4 ability sets. There is an extension 'A' set, two parallel 'B' sets and a support 'C' set. In Year 6 Mathematics there are two parallel 'A' sets, one 'B' set and a support 'C' set. Children in Year 8 are split into two ability sets 'A' and 'B'

**Setting in Games** Children are arranged into ability groups depending on their skill level.