CURRICULUM

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Policy Statement

At Banstead Prep School the curriculum is rich, exciting and engaging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. Curriculum provision enables all pupils to have the opportunity to learn and make progress, including those with special educational needs and disabilities and English as an additional language. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation which prepares them for their subsequent education and the opportunities, responsibilities and experience of adult life in British society and the world at large.

This policy applies to all members of our school community, including those in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Aims and Values

Banstead Prep School provides full time supervised education for pupils of compulsory school age (5 to 11 years). Additionally, the school has a facility for pupils between 2 and 4 years old where the appropriate education is provided following the Early Years Framework.

Banstead Prep School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, we provide a PSHCEE programme which reflects the school's aims and ethos and which gives

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pupils experience in spiritual, moral, social and cultural education. Details of this programme and how it is delivered can be found in the PSHCEE policy document and Schemes of Work.

This policy applies to all members of our school community, including those in our EYFS setting and should be read in conjunction with the following documents: Assessment, Recording and Reporting; Special Educational Needs/Gifted and Talented; Safeguarding and welfare, Equal Opportunities; EYFS, PSHCEE; and individual subject curriculum policies.

The academic curriculum and PSHCEE programme at Banstead Prep School 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. The academic curriculum and PSHCEE programme encourage respect for groups protected by the UK 2010 Equality Act. The PSHCEE programme and assemblies provide pupils with social, moral, spiritual and cultural education, as well as valuable opportunities to promote key British values.

Banstead Prep School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. Banstead Prep School is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Curriculum

Within the curriculum, each pupil is supported and challenged to reach their full potential and the learning needs of each pupil, including those with specific gifts or talents and those with learning difficulties (including those with an EHC plan) are considered when setting up individual timetables. The majority of pupils at Banstead Prep School with English as an Additional Language can understand and use English well. However, carefully planned intervention is put into place to ensure those pupils that understand and speak only a little English, can access the curriculum. Subject matter is appropriate for the ages and aptitudes of the pupils, including any pupils with an EHC plan whose needs are reviewed annually, and if appropriate an Individual Education Plan (IEP) is established.

The Banstead Prep School curriculum aims to be broad and balanced, to develop pupil confidence and self-esteem, to prepare pupils well for entry into Senior Schools at 11+ and, eventually, for the opportunities, responsibilities and experiences of adult life. Based on the national curriculum and 11+ requirements the Banstead Prep School curriculum achieves depth and breadth. It is, however, flexible to adapt to meet the ever-changing needs of our pupils.

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In its delivery the curriculum is based on the following principles:

- pupil and staff enjoyment.
- the development of pupil confidence and the recognition of gifts and abilities.
- differentiation according to pupil ability, progress and understanding and the maximising of individual potential.
- support for pupils with learning difficulties or disabilities, support if necessary for pupils whose home language is not English and support, extension and challenge for all pupils according to need.
- maximising the opportunities for pupils to develop the skills of independent learning.

The curriculum at Banstead Prep School provides pupils with linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects as detailed below:

- *English*: Speaking and listening, reading comprehension, creative writing and poetry, grammar, handwriting, spelling and drama are taught throughout Key Stage 1 and 2. Phonics is taught following Read, Write, Inc.

- *Mathematics:* Maths mastery is used throughout Key Stage 1 and 2 to cover all the core areas of Numeracy, Shape and Space, Data Handling, Problem solving and Mental Mathematics which go beyond the National Curriculum to take account the requirements 11+ examinations. Knowledge and understanding of Mathematics is developed in a variety of ways, including practical activity, use of the interactive white boards, exploration and discussion. There is an emphasis on practical work, especially in the understanding of fundamental principles.

- *ICT skills and Computer Science* are taught from Reception through to Year 6. The On-line Safety policy is shared with parents at information events and practised rigorously in school. The skills learned in these lessons are used across the curriculum. The cross-curricular use of laptops and iPads requires both pupil IT skill, knowledge and safety awareness.

- *Science* is taught from Year 1 to Year 6. The emphasis in Key Stage 1 is based on practical work and as the pupils progress through to Key Stage 2 the emphasis on practical work continues alongside more formal work. A key focus of the Science Curriculum is to equip pupils with the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings.

- *French* is taught from Nursery through to Year 6. A variety of resources are used, with a large emphasis on practical oral skills especially in the younger years. This is supplemented by trips for our Years 5 and 6 pupils. Differentiation and extension is provided for native speakers.

- *Music* is taught as a specialist subject from Nursery to Year 6 covering: singing and performing, composition, musicianship and skills, music analysis, appreciation and

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evaluation. Music taught within lessons is enhanced by a host of performances, church services, music ensembles, choirs and the school orchestra. Many pupils also take individual music lessons within school.

- *Art and Design* follows distinct programmes teaching skills and developing intellectual and physical creativity through a wide variety of genres from Year 1 through to Year 6. Art clubs supplement this aspect of the creative curriculum and there is always a wealth of pupil work on display.

- *Humanities* is taught following the Plan Bee Scheme and is extended by cross-curricular links and a wide range of physical resources.

- *Religious Studies:* RS is delivered through the Plan Bee Scheme, which teaches pupils about attitudes, beliefs and cultures and is linked to the PSCHEE programme. Diversity of beliefs are celebrated and visiting speakers are encouraged.

- *Dance and Gymnastics, PE and Sport* are taught by subject specialists from Nursery to Year 6. The curriculum is supported by a wide range of clubs, matches, etc catering for pupils of all abilities. The Schemes of Work incorporate opportunities to acquire knowledge and understanding of the basic principles of fitness and health, including diet, as well as developing the pupils' physical control and co-ordination, their tactical skills and imaginative responses and to help them self-evaluate their own performance. Team matches against other schools are introduced in Years 3 to 6, with an emphasis on teamwork and sportsmanship.

- *Swimming* is taught weekly by Surrey Swim School and BPS specialist teachers from Reception to Year 6. The structured lessons give pupils the opportunity to work through three key areas; water confidence/skills, stroke development and water safety. Games are included to develop confidence, improve water skills and raise awareness of safety.

- All classes have an allocated lesson on the timetable for *PSHCEE*. 1Decision, Jigsaw and PSHE association resources are used for a tailor made scheme of work for our school. Additionally, links are established within the Schemes of Work to assemblies, and many other curricular areas.

- *Food Technology* is taught from Year 1 to Year 6. The emphasis in Key Stage 1 is based on developing skills taught by the class and cookery teacher. As the pupils progress through to Key Stage 2, these skills are used to prepare and cook simple but more demanding dishes, developing healthy eating habits and basic cooking skill.

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- *Life Skills* is taught as part of the Key Stage 2 curriculum from Years 3 - 6. These lessons help students develop a range of skills such as problem solving, textiles, money skills, study skills, enterprise, as well as larger scale designing and making.

- *Forest School* is a time for children to develop self-esteem, independence, emotional resilience, co-operation, personal responsibility, autonomy and motivation, as well as a deeply personal knowledge, respect and care for our environment through regular opportunities when exploring wild spaces. The Forest School Approach is learner-led, play centred, holistic and experiential. Sessions are hands-on and encourage children to respect and understand how we can look after our natural world and environment. This also encourages exploration and the use of sensory and physical skills. It allows children to explore new skills and develop team working and social skills in a relaxed and supportive environment.

Organisation and Planning

For English and Mathematics, Banstead Prep staff plan the curriculum in three phases, all centrally stored: Long Term Plans, Medium Term Plans and Weekly Plans. LTP are agreed and shared at the beginning of the academic year, MTP agreed and shared at the beginning of each term and Weekly planning submitted by Monday of each week. All other subjects plan in two phases (LTP and MTP) though subject staff plan more detailed lessons in their own way. The Deputy Head and Subject Leaders review all planning and agree amendments when necessary. Through our MTP we give clear guidance on the objectives, assessment opportunities and teaching strategies for each topic and reflect on the teaching and learning, recording notes. We have regard for the National Curriculum in English, Mathematics and Science though expand upon this to fully prepare pupils for the demands of a range of senior schools. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

Early Years Provision

For pupils below compulsory school age a programme of activities is provided with reference to the EYFS framework which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. This includes the following seven areas of learning and development:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

For children whose home language is not English reasonable opportunities are provided to develop and use their home language in play and learning, supporting their language development at home.

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Each area of the educational plan is implemented through planned and purposeful play and a mix of adult led and child initiated activity.

Each child is assigned a key person to help ensure that every child's learning and care is tailored to meet their individual needs.

Extra-Curricular Programme
The curriculum at Banstead Prep School is further enhanced by visiting speakers and workshops and many off-site educational visits, including annual residential trips for Years 3 to 6.

A wide variety of extra-curricular clubs are offered from Reception upwards. These enhance all areas of the curriculum and are designed to foster enjoyment and allow for further experience in particular areas, for example: judo; a variety of sports, music and art clubs; chess; gymnastics and; computing.

Supporting Information

Timetable Balance and Homework
At Banstead Prep School we aim, that, through this broad curriculum and the extra-curricular provision, each child will be able to fulfil their academic potential and discover wide areas of interest in which to develop passion and curiosity. Careful consideration has been given to the time devoted to each subject so that the core subjects can be covered in sufficient detail and depth, thus developing essential skills, at the same time as allowing adequate provision in the timetable for breadth and depth in other curriculum areas. Staff are encouraged to plan creatively and to take advantage of cross curricular opportunities, as such the timetable is flexible to allow for this.

An important element of the allocation of time is the homework requirement. It is school policy that homework should provide the opportunity for the reinforcement or practise of work already covered in class. Differentiation is allowed for in the provision of set tasks. All homework should be purposeful and achievable in terms of available resources, time and children's understanding.

Progression
The Nursery and Reception Year, cover the seven areas of learning and introduce the youngest pupils to school life, adhering to the EYFS requirements, as detailed in the EYFS Handbook. Once they are ready, pupils begin the Key Stage One programme.

Banstead Prep is a non-selective, mixed ability school and it is school policy to differentiate to allow for this range of ability and achievement. Pupils with EHC plans and pupils with learning difficulties or disabilities are provided for as dictated by screening results and recommendations from the school SENCO, educational psychologist recommendations

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and/or the recommendations of other appropriate professionals in liaison with the SENCO. In the case of a pupil with an EHC plan, recommendations made by the body of professionals who form The Team Around The Child are followed by the school staff. Teacher assessment is continuous throughout the School and standardised tests are administered at the appropriate times (as outlined in the Assessment, Recording and Reporting Policy). Progression from Key Stage One to Key Stage Two is seen as fluid. The policies and schemes of work have been drawn up to ensure that the skills and knowledge of each subject are thoroughly covered and to ensure progression and continuity throughout the primary stages.

The role of the Subject Leader

The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject in liaison with the Deputy Head
- support and advise colleagues on issues related to the subject
- monitor pupils' progress in that subject area alongside the Deputy Head
- provide efficient resource management for the subject

It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Leader reviews the curriculum plans for the subject, ensures that there is regard for the National Curriculum and senior school entrance examination requirements and sees that progression is planned into schemes of work. The Deputy Head conducts a termly data review, as well as a Subject Review annually to monitor teaching and learning as well as consider plans for the development of the subject in the next academic year. Subject Leaders evidence these aspects, and others, in their subject folders.

Monitoring

The implementation of the curriculum and the quality of learning are carefully monitored through:

- Work Scrutiny/Book Looks
- Staff Team evaluation of pupil work and pupil results
- Regular lesson observations/Learning Walks
- Appraisal
- Meetings organised by SLT, working parties, Key Stages and Subject Co-ordinators
- Deputy Head meetings with Subject Leaders to discuss assessment and record keeping, individual pupils and development of schemes

Planning and provision ensure that pupils of all abilities enjoy learning and progress at an appropriate pace. Pupils are tracked throughout their learning journey, through formative and summative assessment.

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Spiritual, Moral, Social and Cultural Education

We endeavour to promote the spiritual and moral development of the pupils through the PSHCEE, the Religious Studies Policy, assemblies and form time. It is also considered important to encourage the children to express themselves creatively through Music, Drama and Art and Design. The Physical Education programme provides the pupils with opportunities for development of skills in all its aspects as well as encouraging team spirit through full participation in House events. Ideas discussed at Pupil Parliament meetings often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education.

Pupils receive preparation for the opportunities, responsibilities and experience of adult life as evidenced in the PSHCEE programme and in the individual subject schemes of work. In addition, the following provide experience for pupil development in PSHCEE:

- Residential trips in Years 3, 4, 5 and 6 – to encourage independence
- Form teacher – models positive and happy attitude
- Leadership responsibilities throughout the school, in each class
- Leadership responsibilities for all Year 6 pupils
- Pupil Parliament – a member from each class, Years 1-6
- Fundraising activities for charities chosen by pupils
- Pupil outreach work through the local charities
- Health and relationships programme in Years 1 - 6
- Buddy system for children

This document is available to all interested parties on the school's website and on request from the school office. It is reviewed annually by the Senior Leadership Team or as events or legislation change requires. The next scheduled date for review is September 2020.

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