

Newland House School



Curriculum Policy

This Policy applies to all sections of the school including the Early Years Foundation Stage

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Updated by:	Deputy Head (Academic) and Deputy Head (Pre-Prep)
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1. Aims and values

- 1.1 At Newland House, our creative and engaging curriculum provides our pupils with a broad, balanced and relevant education. We provide a forward thinking curriculum which works in harmony with our traditional values. We aim to develop our pupils into confident, responsible, respectful and compassionate independent learners. We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child whatever their ability, ethnic or social group.
- 1.2 At Newland House School, we aim to develop children spiritually, morally, socially and culturally, and prepare all pupils for the opportunities, responsibilities and experience of life through lessons, enrichment activities and the pastoral care system. We promote the principles of 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 ensure principles are actively promoted which:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand that they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
 - Enable pupils to acquire a broad general knowledge and respect for public institutions and services in England
 - Assist and enable pupils to develop an appreciation of and respect for their own and other cultures in a way that promotes further tolerance and harmony between different cultural traditions
 - Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- 1.3 Our curriculum incorporates requirements of the National Curriculum and the Statutory Framework for the Early Years Foundation Stage in addition to a wider curriculum. Pupils will experience a range of learning experiences, which challenge, stimulate and develop skills in speaking, listening, literacy, numeracy, thinking and learning. The broad and balanced curriculum will aim to develop linguistic, literacy, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills.
- 1.4 All pupils are encouraged and supported to make progress and fulfil their potential. Support is given to all pupils including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) and those deemed More Able, encouraging them to strive to attain the highest academic levels of which they are capable.

1.5 Our PSHE programme, develops the pupils' experience in personal, social and emotional development, as well as their health and wellbeing. We aim to help them understand how they are developing personally, socially and discuss the moral and social issues that are part of growing up. Moreover, we give them an understanding of the responsibilities of being good citizens and introduce them to financial planning. Details can be found in the ***PSHE policy***.

1.6 The broad aims of our curriculum are:

- To promote a love of learning and encourage pupils to become independent, ambitious and inquisitive, life long learners
- To provide a balanced and ambitious curriculum that provides all pupils with experience and opportunities to develop in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- To create a learning environment that facilitates pupils' acquisition of knowledge, skills and those qualities which will help them develop intellectually, emotionally, socially, physically, morally and aesthetically
- To promote high standards of teaching and learning in all areas of academic study, technology, sport, music and the arts
- To ensure continuity and progression across the school, which supports pupils to achieve their personal best
- To treat all pupils equally and with dignity and provide for individual needs, gifts and talents
- To teach and promote the use of and need for respectful, acceptable behaviour towards each other, the school, its environment and community
- To encourage pupils to recognise, celebrate and share in each other's success
- To use teaching approaches which are intended to stimulate, challenge and stretch the pupils, whilst also providing skills, knowledge, understanding and the ability to think independently
- To provide equality of opportunity, entitlement and access to the whole curriculum
- To promote partnerships between pupil, parent/guardian, teacher and the wider community
- Provide a safe, caring and supportive environment to enable pupils to develop confidence, high self-esteem and be able to work co-operatively with one another
- To effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society
- To nurture happy, healthy and well-balanced pupils

During COVID-19:

- To be flexible and adaptable in response to the need for and offering of remote learning as required
- To make adjustments to the curriculum as required, based on pupil assessment, following an absence from school or period of remote learning, with a view to addressing gaps in knowledge and skills

2. British values

- 2.1 All staff and students at Newland House School are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in embedding the core values and beliefs in order to build a strong, united and democratic school. British Values are actively promoted through the teaching of Democracy, Rule of Law, Individual Liberty, Respect and Tolerance.

3. The organisation of the curriculum

Early Years Foundation Stage (EYFS)

- 2.1 The curriculum taught in Reception and Nursery meets the requirements of the EYFS Statutory Framework (updated in September 2021), which comprises three elements:
- a) Early Learning Goals – knowledge, skills and understanding which young children should acquire by the end of the academic year in which they reach the age of five.
 - b) The Educational Programmes – the skills and processes which are required to be taught to young children.
 - c) The Assessment Arrangements – the arrangements for assessing young children to ascertain their achievement.
- 2.2 Curriculum planning for the Early Years Foundation Stage focuses on seven areas of learning. These are split into 3 prime areas and 4 specific areas:
- Communication and Language.
 - Personal, Social and Emotional Development.
 - Physical Development
 - Expressive Art and Design.
 - Understanding the World.
 - Literacy.
 - Mathematics.
- 2.3 Teaching in Reception and Nursery builds on the experiences of the children in their pre-school learning. During the children's first few weeks in Reception, teachers make a baseline assessment using the whole school GL package, to record the ability of each child on entry and this forms part of the curriculum planning. During the children's first few weeks in Nursery, teachers assess and record their awareness of phonics and number, and this forms part of the curriculum planning.
- 2.4 The planning is based on the seven areas of learning. In Reception, towards the end of the academic year, we adapt our teaching methods to support the children's transition and continued progression as they move into KS1.
- 2.5 Throughout the year, regular observations are completed and kept on an online profiling platform 'EvidenceMe.' These profiles are a working document that inform both planning and assessment in the EYFS. Parents have access to their child's profile

and are actively encouraged to contribute to this as it provides the school with a holistic understanding of the child.

Key Stage 1 (KS1)

- 2.6 In Maths and English, at KS1 we use the objectives set out in the NC for Literacy and Numeracy. We enhance our teaching by using Inspire Maths, Power of Reading, RWInc phonics, Nelson Grammar and Topical Spellings schemes of work.
- 2.7 In other areas of the curriculum, we follow the objectives from the QCA scheme of work. Across all areas of the curriculum, our teaching focuses on developing and extending children in a way that is appropriate to each individual learner.
- 2.8 The curriculum largely is delivered through a topic based approach which encompasses most subjects. There is specialist input for Music, PE, French and ICT. The long-term plans give the overview of the year and the links between subjects; the medium-term plans give clear guidance on the objectives and teaching strategies that we use. Our short-term plans are written by the teachers on a weekly and sometimes daily basis and are informed by the learning outcomes. They also identify what resources and activities are needed. The planning is discussed and agreed by the year groups in consultation with our Subject Co-ordinators, Heads of Year and Heads of Department in both the Prep and Pre-Prep. All planning is reviewed regularly and updated when necessary.
- 2.9 PSHE is an integral part of the curriculum throughout the school and is taught as a discrete subject. A whole school overview is available on Firefly [Curriculum - Newland House \(fireflycloud.net\)](https://www.fireflycloud.net) However, it is also taught through circle and gratitude time, assemblies, outings/trips, outside speakers, workshops, charity/community involvement, cross-curricular links, and class roles and responsibilities.

Prep Curriculum

- 3.1 We follow the broad outline of the National Curriculum for Key Stage 2 and 3 although as an independent school, the schemes of work are developed and extended to meet the needs of our pupils. We also follow the broad outline of the ISEB Common Entrance syllabus for 11+ and 13+ examinations and aim to widen our teaching beyond the constraints of this.

Lower Key Stage 2 - Organisation

- 3.2 Pupils in Year 3 are taught predominantly by their class teacher and this is supplemented through the addition of specialist teachers in Art, Design Technology, Science, Music, French and Sport. As the pupils move to Year 4, they gradually move towards more specialist teaching, while still receiving some teaching from their form teacher.
- 3.3 Pupils in Years 3 & 4 have timetabled lessons in the following subjects: English, Maths, Science, History, Geography, French, PSHE, Religious Studies, Music, Art, Design Technology, PE, Swimming, Games.

- 3.4 We enhance our teaching by using Inspire Maths, Power of Reading, Nelson Grammar and Topical Spellings schemes of work.

Upper Key Stage 2 - Organisation

- 3.5 Pupils in Years 5 & 6 are taught by subject specialist teachers and have timetabled lessons in Maths, English, Science, French, History, Religious Studies, Geography, Art, Design Technology, ICT, PSHE, Games. Pupils in Year 6 also begin to study Latin.
- 3.6 In **Year 6**, pupils are prepared for pre-tests and entrance examinations to senior schools which take place between November and January and follow the 11+ Common Entrance syllabus in English, Mathematics, Reasoning and, in some cases, Science.

Key Stage 3- Organisation

- 3.7 In Years 7-8 boys continue to be taught by subject specialist teachers and have timetabled lessons in Maths, English, Science, French, History, Religious Studies & Philosophy, Geography, Latin, Art, Design Technology, ICT, PSHE, Games. The boys also take part in a timetabled Personal Development Programme which, through the use of project work and an extended curriculum, aims to develop 'soft' skills such as collaboration, communication, organisation and creativity.
- 3.8 Boys are also prepared for the ISEB 13+ Common Entrance and Scholarship Examinations in subjects required by their individual senior schools.

4. Curriculum Scope

Linguistic Education

- 4.1 This relates to pupils' communication skills and development of their command of language through listening, speaking, reading and writing. The English programme facilitates and incorporates the demands and expectations of the National Curriculum in preparation for the requirements of the 11+ examinations as well as the School's own internal examinations. We aim to encourage a love of reading for pleasure in children and develop the skills pupils need to become confident, independent readers. All pupils are encouraged to make full use of the School's well-resourced Library with its extensive range of fiction, non-fiction and reference texts. French is taught from Reception to Year 8 and Latin is taught in Years 6-8. Both subjects are enhanced through a range of additional extra-curricular activities and trips to promote a love of languages within the children.

Mathematical Education

- 4.2 This helps children make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activities and mathematical investigations, exploration and discussion. Pupils in years 3 & 4 follow the Inspire Maths scheme which builds upon the skills they have learnt while using the programme in the Pre-Prep. Pupils in years 5-8 then move onto specific tailored 11+ &

13+ preparation. Pupils from Year 4 are invited to attend various maths inter school competitions and challenges and from Year 5 pupils are entered for the UK Junior Mathematical Challenge.

Scientific Education

- 4.3 Pupils are given many opportunities to participate in science investigations. They increase their knowledge and understanding of nature, materials and forces and develop the skills associated with science through a process of enquiry, for example observing, forming hypotheses, conducting experiments and recording findings.

Technological Education

- 4.4 Technological skills which includes Computing and Design Technology is taught from Year 3-8 which develop pupils' skills in planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. From Year 5-8 pupils have personal iPads for use as required in lessons.

Human and Social Education

- 4.5 History and Geography are taught from Years 3 to 8. There are opportunities for pupils to develop an understanding of people and their environment and how human action now and in the past, has influenced events and conditions.

Physical Education

- 4.6 This aims to develop pupils' physical control as well as the tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils also require knowledge and understanding of the basic principles of healthy eating and lifestyle which is also explored in Science and PSHE. From Years 3-5 pupils have PE, Games and Swimming lessons while Years 6-8 have two afternoons of Games.

Aesthetic and Creative Education

- 4.7 The school values the creative arts highly. Music, Art, the study of literature and Drama all make a strong contribution to this area of the curriculum. There are many opportunities for children to perform in choirs, orchestras, ensembles, plays and productions. Displays of pupils' artwork are visible throughout the school and there are trips organised to art galleries. Pupils from Years 3- 8 have timetabled Music, and Art lessons and drama lessons.

Religion, Philosophy and Ethics

- 4.8 Religious study is regarded as an important way of providing human and social education for promoting the Spiritual, Moral, Social and Cultural development of children.

Personal, Social, Health and Economic Education (PSHE)

- 4.9 PSHE equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives now and in the future. This helps pupils to develop the spiritual, moral, social and cultural skills and career

guidance offered in Key Stage 3. The planning reflects the school's commitment to promoting British values as well as helping pupils to play a full and active life within British society. Although, it is taught throughout the school as a discrete subject, it is also delivered during Form time and through assemblies, trips, guest speakers, workshops, fundraising, community involvement, cross-curricular links, circle time, and class roles and responsibilities. Further information can be found within the PSHE Planning and Policy.

5. Timetable allocation

- 5.1 The duration of lessons in the Pre-Prep varies according to the subject and age of the children being taught. However, English and Mathematics are prioritised and taught most mornings for approximately one hour. Other subjects are allocated time according to the requirements (see *Appendix 1 Subject Allocation for Pre-Prep*).
- 5.2 In the Prep, the majority of lessons are fifty minutes with the last lesson of the day being thirty minutes. *Appendix 2* sets out the subject allocation for Prep.

6. Setting

- 6.1 In each year group in the Prep, pupils are taught in three mixed ability classes from Years 3-6.
- 6.2 In **Years 5&6**, pupils are set for English and Mathematics. In **Years 7 & 8**, boys are taught in mixed ability classes but are set separately for English, Mathematics, French and Latin. Additional lessons are provided to prepare boys for scholarship examinations to public schools.

7. Planning

Pre-Prep planning

- 7.1 Curriculum overviews are drawn up by the teaching staff in consultation with the Subject Co-ordinators and Head's of Year and outline the topic areas and key skills addressed by each year group. A framework for all the subjects enables teachers to see clearly the progression within each subject across each year group and assists in identifying cross-curricular links.
- 7.2 In each year group, the members of staff collaborate to produce detailed half - termly plans, which provide greater detail of the work to be covered with a progression of learning objectives, differentiation and assessment possibilities.
- 7.3 An outline format for medium term planning is available in Staff Notes in the Planning folder. All medium-term plans provide the following information:
 - a. Learning Objectives - the key knowledge, skills or processes that underpin the learning and will form the basis of the assessment but may also outline values and attitudes to be developed.

- b. Weekly plans are detailed with activities and resources for Maths and English.
- 7.4 Planning in the EYFS follows the above, however, the content of the planning documents are subject to change and activities are more fluid due to 'in the moment' planning which reflects the children's interests.

Prep planning

- 7.5 The long-term planning is produced by the Heads of Department, in consultation with departmental teaching staff and outlines the topic areas and key skills addressed by each year group. A Curriculum Overview (framework for all the subjects) enables teachers to see clearly the progression within each subject across each year group and assists in identifying cross-curricular links. It is available in Departments and Planning and on the school website.
- 7.6 Medium Term Plans (half-term planners) provide greater detail of the work to be covered and include more specific learning objectives, pupil outcomes, differentiation and assessment. These are produced within subject departments and are agreed and reviewed at the beginning of each term by Heads of Department and subject specialists in each year group. An outline format for medium term planning is available in Department and Planning.
- 7.7 The half-term plans are monitored by the Deputy Head (Prep) and Deputy Head (Pre-Prep) who ensure that the Programmes of Study are being implemented and monitor the effectiveness of the curriculum planning within the subjects.

8. Teaching and learning

- 8.1 A range of teaching strategies is utilised at Newland House School to provide the breadth of effective learning opportunities for all pupils. We acknowledge that pupils learn in a variety of ways and recognise the need to develop strategies that allow pupils to learn in ways which best suit them. Psychologist Howard Gardner identifies seven main areas of intelligence:
 - Linguistic
 - Logical/mathematical
 - Visual/spatial
 - Kinesthetic
 - Musical
 - Interpersonal/group work
 - Intrapersonal/reflective

8.2 The different forms of intelligence should be taken into account when planning lessons.

8.3 To facilitate pupils' learning, teachers ensure:

- Appropriate learning experiences are planned and meet the needs of all the pupils in their classes and that there is provision for differing abilities
- The purpose of lessons is made clear, for example may involve learning objectives written on the board, discussion with pupils and, where applicable, written in exercise books at the beginning of the lesson and understood by the pupils
- Resources are used to support learning and should suit the purpose of the learning objectives
- There are clear expectations of what pupils are expected to achieve at the end of the lesson and targets set where applicable
- Assessment for learning strategies are used
- There is effective interaction with pupils and clear explanations are given
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- Opportunities are given for whole class, group and individual activities
- Oral work is encouraged to promote pupils' learning and build confidence
- Time is given for pupils to reflect, consolidate and apply their learning
- The use of appropriate software, media, books and interactive displays and interactive whiteboard
- Plenary activities should be used to conclude the lesson and review and reinforce the learning that has taken place
- Extension activities are provided as additional activities or follow-up work
- Pupils are encouraged to take responsibility for their own learning and record their progress through self-evaluation
- Praise and positive reinforcement are used effectively to foster self-esteem, motivation and confidence
- Setting of useful classroom routines, including homework and the ability to manage a purposeful environment where pupils apply themselves to work with purpose and confidence
- Up-to-date marking of books and homework and accurate records in mark books
- Staff training needs are met

8.4 All teachers are encouraged to develop a range of active learning methods:

- Effective starting strategies
- High order open-ended questioning skills
- Scaffolding learning
- Research, information gathering and sharing
- Working collaboratively (group, paired)
- Differentiated activities and extension activities

- Problem solving and negotiation
- Debate and oral role play presentations
- Reflection, review and evaluation – including self-assessment
- Media clips, PowerPoint and interactive software
- Plenaries
- Fieldtrips, workshops and visits

9. Target setting

9.1 Target setting is viewed as an integral part of improving pupil achievement. They may relate to individuals, groups or the whole class. Target setting in the classroom:

- Focuses the teacher's attention and effort on clearly defined priorities for pupils' learning and progress
- Helps pupils to have a clear understanding of how they can improve their work and achieve high personal standards
- Enables teachers to evaluate the effectiveness of their teaching strategies
- Helps parents to understand what they can do to support their children's learning

9.2 Target setting involves pupils in self-assessment and encourages them to review their own achievements. Targets are set for pupils' attainment in line with the KS2 and the Common Entrance syllabus.

9.3 Teachers provide written targets at the end of pupils' work where appropriate, in addition to writing targets for pupils on their school reports. Targets are set for pupils with SEND in their Pupil Support Plans (PSP).

10. Differentiation

10.1 All learners are challenged appropriately, and planning identifies differentiation. Differentiation is facilitated at Newland House School through planning, targeted questioning, and setting and grouping in the Prep school.

10.2 Through teaching style and method, for example, differentiated tasks, resources, accommodating different learning styles, targeted questions, groupings/pairings and time allocation; target setting and through teacher response to individual work monitored by regular assessment. Learning support in lessons is provided in Years 3-6 for children who require it. In examinations, some pupils have adapted papers.

11. Equal Opportunities

11.1 The curriculum at Newland House School is designed to provide access and opportunity for all children regardless of physical, language or learning difficulties, race, ethnicity, culture, gender, religion or sexuality. This includes More able learners as well as those with Special Educational Needs and/or Disabilities and EAL.

12. SEND provision and EAL

- 12.1 The curriculum is designed to provide access and opportunity for all pupils. The school fulfils its obligation for SEN regarding the SEND Code of Practice (January 2015) in providing for children with identified special needs. At Newland House School, the learning opportunities are matched to the individual needs of children with SEND, which take into account the individual targets set in the children's Pupil Support /Educational and Health Care Plans.
- 12.2 Where a pupil has an EHCP (Education and Health Care Plan), education is provided to meet his/her requirements and the EHCP is reviewed with staff at regular intervals throughout the year.
- 12.3 We have part-time Learning Support specialists (LSS) who offer additional support on a one to one basis and experienced teachers who provide group intervention sessions to give additional support as required, There is a Learning Support Co-ordinator for both the Pre-Prep and Nursery
- 12.4 Provision and support is provided as detailed in the ***Special Educational Needs and Disabilities (SEND) Policy***. All documentation is available online in the SEND folder in Departments and Planning.

13. EAL

- 13.1 At Newland House School, we are committed to ensuring that all pupils for who English is an additional language have access to the full curriculum and the full range of co-curricular activities on the same basis as all other pupils. We offer these pupils additional support with an EAL specialist. For full details of this, please see the ***EAL Policy***.

14. More Able learners' provision

- 14.1 In the Pre-Prep we recognise all the children by their gifts and talents and embrace these in our teaching. We do not list these children as we see it important to appreciate that all children are able and gifted.
- 14.2 In the Prep additional opportunities are available to children identified as More Able in mixed ability classes through extension, reading materials and encouragement to follow topics independently.
- 14.3 Setting takes place in Years 3-8 for Maths, in years 5-8 for English, and in Year 8 in French and Latin to focus on specific levels of ability.
- 14.4 Children identified as More Able are referred to the teacher responsible for More Able learners who maintains the Able Learners register. Further information can be found in the ***More Able Learners' Policy***.

15. Homework policy

- 15.1 Pupils at the Pre-Prep are set weekly homework tasks to support and extend their learning. Work set may include written exercises, reading, practical projects, revision of work covered, book reviews and independent research. Reading books and spelling lists are sent home on a regular basis.
- 15.2 In the EYFS, the greatest emphasis will be on the importance of reading with children. It is recommended that parents or carers read with their child for between 10 and 20 minutes a day.
- 15.3 At Key Stage 1, the focus is on developing a partnership with parents and carers by utilising opportunities for learning at home. The following activities at home will be encouraged:
- pre-reading activities – phonics, word games, reading together, looking at books
 - reading – children will take books home from school to share with their parents and to read to their parents
 - spelling, punctuation and grammar – children will follow the Nelson and Topical resources schemes and homework may be sent home linking to work in class
 - mathematical activities – number games, number rhymes, activities set from the school Inspire Maths scheme.
- 15.4 In the Prep, pupils are set homework to support and extend learning and individual learning needs and abilities should be taken into account. Work set may include written exercises, reading, practical projects and independent research. See Appendix 3a and 3b for homework timetable for Pre-Prep and Prep respectively.

16. Extra-curricular activities and Enrichment

- 16.1 Teachers also arrange a variety of activities to enhance their teaching. In the Prep-Prep this includes outings to theatres and places of educational interest, visiting speakers, workshops and cookery.
- 16.2 In the Prep some examples include:
- Visits to theatres, museums and places of educational interest
 - Organise visiting speakers and workshops
 - Fieldwork in Science and Geography
 - Various interschool competitions in: Mathematics, Geography, History, French, General Knowledge and Richmond Library
 - Residential trips
 - Leadership and citizenship activities
 - Young Enterprise initiative
 - Leavers' events post Common Entrance and Scholarship examinations.

17. Curriculum information evening

- 17.1 Good communication and a positive co-operative relationship between home and school provide children with the best basis for success. At the beginning of the academic year Information Evenings are held where Class Teachers meet parents of the children in their class in order to inform them about the curriculum, class routines and the timetable.
- 17.2 These meetings are held in the classrooms, giving parents an opportunity to meet their Class Teacher and one another.
- 17.3 In the Nursery, a Stay and Play afternoon is organised on the first Inset day of the September term. This allows parents and children to familiarise themselves with the setting and staff before their Nursery start. It is also an opportunity to ask staff any questions about the curriculum, routines and timetable.
- 17.4 There are various parental events held throughout the year.

18. Links with parents

- 18.1 Parents are encouraged to be involved in their children's learning and in the life of the school, and there are many activities throughout the year in which they are able to be involved. It is usually possible for Pre-Prep parents to have access to the Class Teacher before registration in the morning and at the end of the school day. Parents are encouraged to communicate with members of staff via email, voicemail and the Reading Record books and to make an appointment with the HOY or Deputy Head (Pre-Prep) or Head (as appropriate).

19. Monitoring, evaluation and review

- 19.1 The Deputy Head (Academic) and the Deputy Head (Pre-Prep), supported by the Heads of Department, are responsible for monitoring the curriculum. They ensure that long and medium-term planning is up to date, as set out in the Curriculum Policy. They also ensure, through observation and book scrutiny, that lessons are taught in accordance with planning and this policy. They ensure that lessons are differentiated and that pupils with learning difficulties and/or disabilities and those deemed More Able are able to access the curriculum and are supported and challenged.
- 19.2 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.

Appendix 1a – Subject allocation for the Pre-Prep

			YEAR 1	YEAR 2
ENGLISH			6 hours 35 Mins = 395 mins Readers = 1 hour	5 hours 30 mins = 330 mins Readers = 1 hour
MATHS			6 hours 10 mins = 370 mins	4 hours.35 mins = 275 mins
PHONICS			1 hour 20 mins = 80 mins	2 hours 30 mins = 150 mins
SCIENCE			1 hour 20 mins= 80 mins	1 hour= 60 mins
GEOGRAPHY	TOPIC		1 hour 20 mins= 80 mins	1 hour= 60 mins
HISTORY			1 hour 20 mins= 80 mins	1 hour= 60 mins
COLLECTIVE WORSHIP			60 mins	60 mins
ICT			30 mins	40 mins
ART AND DESIGN			1 hour 20 mins = 80 mins	1 hour 20 mins = 80 mins
PSHE			75 mins	75 mins
MUSIC AND HYMN PRACTICE			1 hour 25 mins	1 hour 25 mins
PE			1 hour 10 minutes = 70 mins	1 hour 10 mins = 70 mins
FRENCH			35 minutes	35 minutes
RE			35 minutes	35 minutes

Appendix 1b - Subject allocation for EYFS

Nursery	
Self-selected Activities – during this time 1.1 focused activities with teaching staff are carried out.	7 hours and 30 minutes These timings are approximate as they are led by children’s engagement, concentration and interests.
Whole Class teaching input/circle time discussions	1 hour and 15 minutes These timings are approximate as they are led by children’s engagement, concentration and interests.
Access to outside	7 hours and 30 minutes These timings are approximate as they are led by children’s engagement, concentration and interests.
Group Time/Topic focused activities	2 hours and 30 minutes
Music	1 hour
P.E.	1 hour
French	20 minutes
Reception	
Self-selected Activities – during this time 1.1 focused activities with teaching staff are carried out.	6 hours and 30 minutes These timings are approximate as they are led by children’s engagement, concentration and interests.
Whole Class teaching input/circle time discussions	4 hour and 20 minutes These timings are approximate as they are led by children’s engagement, concentration and interests.
Access to outside	7 hours and 55 minutes These timings are approximate as they are led by children’s engagement, concentration and interests.
Group Time/Topic focused activities	3 hours and 20 minutes
Music	1 hour
R.E.	30 Minutes
P.E.	1 hour
French	30 minutes

Appendix 1c – Subject allocation for Prep school (minutes)

	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8
ENGLISH	380	330	250	250	200	200
MATHS	250	250	250	250	200	200
SCIENCE	100	100	150	150	150	150
FRENCH	50	80	80	100	150	150
LATIN/ CLASSICS	-	-	-	80	100	100
GEOGRAPHY	80	80	100	100	100	100
HISTORY	80	80	100	100	100	100
RS	50	50	50	50	50	60
ICT	50	50	50	50	60	50
ART	100	100	80	50	50	50
DT	10	10	80	50	50	50
MUSIC	60	50	50	50	50	50
PSHE	50	50	50	30	30	30
PE/ GAMES	150	230	210	260	230	230
SWIMMING	100	50	50	-	-	-
DRAMA	50	50	50	50	50	50
VERBAL & NON- VERBAL REASONING			50	30		
PERSONAL DEVELOPMENT PROGRAMME					80	80

Appendix 2 - The Pre-Prep curriculum

EYFS

Communication and Language	Personal, Social and Emotional Development
Physical Development	Expressive Art and Design
Understanding the World	French
Literacy	Mathematics

YEAR 1

English	Maths
Science	PSHE & Cross-Curricular Strands
History	Geography
Music	Design Technology & Art
ICT	PE
French	Religious Studies

YEAR 2

English	Maths
Science	PSHE & Cross-Curricular Strands
History	Geography
Music	Design Technology & Art
ICT	PE/Games, Football, Cricket, Netball, Rounders
French	Religious Studies

Appendix 2b - The Prep school curriculum

YEAR 3	
English	Design & Technology
Mathematics	Art
Science	Drama
French	Information, Communication Technology
History	Music
Geography	PE
Religious Studies	Games: Football, Cricket, Netball and Rounders, Tag Rugby
PSHE	Gymnastics and Athletics
Story	Swimming

YEAR 4	
English	Design & Technology
Mathematics	Art
Science	Drama
French	Information, Communication Technology
History	Music
Geography	PE
Religious Studies	Games: Rugby, Football, Cricket, Netball and Rounders
PSHE	Gymnastics and Athletics
Story	Swimming

YEAR 5	
English	Design & Technology
Mathematics	Art
Science	Drama
French	Information, Communication Technology
History	Music
Geography	PE
Religious Studies	Games: Rugby, Football, Cricket, Netball and Rounders for girls
PSHE	Gymnastics and Athletics
Verbal & Non Verbal Reasoning	Swimming

YEAR 6	
English	Design & Technology
Mathematics	Art
Science	Latin
French	Information Technology
History	Music
Geography	PE
Religious Studies	Games: Rugby, Football, Cricket, Netball, Rounders and Hockey for girls
PSHE	Gymnastics
	Athletics

YEAR 7	
English	Design & Technology
Mathematics	Art
Science	Latin / Classics
French	Information Technology
History	Music
Geography	Drama
Religious Studies	Athletics
PSHE	Games: Rugby, Football, Cricket and Tennis
	Personal Development Programme

YEAR 8	
English	Design & Technology
Mathematics	Art
Science	Latin / Classics
French	Information Technology
History	Music
Geography	Drama
Religious Studies	Athletics
PSHE	Games: Rugby, Football, Cricket and Tennis
	Personal Development Programme

Appendix 3a – Pre-Prep Homework schedule

Subject	Reception (Firefly)	Year 1	Year 2
	Daily Reading (10 minutes)	Daily Reading (10 minutes)	Daily Reading (10 – 15 minutes)
English	CVC and phonics word games from start of year	Weekly Spellings	Weekly Spellings
	Spring term - Writing task from Term 2		
Maths	Maths – Mathseeds (15 minutes)	Maths – Choose activity from list provided on Firefly (Max 20 minutes) Mathletics	Maths – Activities to reinforce that week’s learning, sent home in homework folder (Approx. 20 minutes) Mathletics

Appendix 3b – Prep Homework Timetable 2021/2022

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8B	History French	Geography RS	Maths Latin	Science French	English Latin
8D	History French	Science Geography	Maths Latin	RS French	English Latin
7W	Maths Science	Geography Latin	English History	RS French	Latin French
6B	Maths	RS French	Latin History	Geography Science	English/ Spelling
6V	Maths	Science Geography	History RS	French Latin	English/ Spelling
6W	Maths	History French	Science Latin	RS Geography	English/ Spelling
5B	French History	RS Geography	Maths	Science Spelling	English
5G	Science Spelling	Geography History	Maths	RS French	English
5S	RS History	French Geography	Maths	Science Spelling	English
4L	English	Maths (Mathletics)	Humanities	Maths	Science Spelling
4N	English	Maths (Mathletics)	Humanities	Maths	Science Spelling
4YL	English	Maths (Mathletics)	Humanities	Maths	Science Spelling
3D	Spelling	Mathletics/ Times Tables	Spelling	Problem Solving or Mental Maths	Adventure Task/ Spelling
3L	Spelling	Mathletics/ Times Tables	Spelling	Problem Solving or Mental Maths	Adventure Task/ Spelling
3S	Spelling	Mathletics/ Times Tables	Spelling	Problem Solving or Mental Maths	Adventure Task/ Spelling