



Homefield Preparatory School

Curriculum Policy

Policy Statement

All children have a right to a broad, balanced, relevant, differentiated and inclusive education which provides continuity and progression, and takes individual differences into account. This is an integrated whole-school policy, EYFS – KS3.

The objective of the whole school curriculum is for it to be:

- **BROAD:** full-time supervised education will be provided for all pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in a wide ranging linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. This will include personal, social and health education which reflects the school's aims and ethos. Pupils will acquire skills in speaking and listening, literacy and numeracy. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life will be given.
- **BALANCED:** so each area of the curriculum is allowed sufficient time for its contributions to be effective.
- **RELEVANT:** so all activities contribute to a general education preparing pupils for opportunities, responsibilities and experiences for adult life. Cross curriculum learning will be encouraged. All pupils will be adequately prepared for the opportunities, responsibilities and experiences of adult life.
- **DIFFERENTIATED:** subject matter will be appropriate for the ages and aptitudes of pupils, including those pupils with a statement who will receive an education which fulfils its requirement. This will include differentiating appropriately for pupils whose principal language of instruction is a language other than English.
- **INCLUSIVE:** All pupils will have the opportunity to learn and make progress.

Aims

The curriculum at Homefield Preparatory School is planned to meet the requirements of the National Curriculum and the Preparatory School Curriculum leading to the Common Entrance and Scholarship examinations at 13.

Throughout the school we aim to:

- ensure that all pupils acquire speaking, listening and literacy skills and experience creative, linguistic, mathematical, scientific, technological, physical, social and spiritual education;

- facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically so that they may become independent, responsible, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- develop a 'love of learning' and pupils' learning sustainability;
- ensure that each boy's education has continuity and progression and that his educational needs are catered for;
- provide a broad and balanced curriculum;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

We aim that all pupils should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be able to access the school curriculum;
- develop self-regulation and learning independence;
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing;
- develop an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- develop basic ICT skills and use them in cross-curricular situations;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and working to acquire appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and national heritage, and be aware of other times and places;
- develop cultural and language awareness through their study of modern foreign languages;
- learn about ancient civilisations and acquire linguistic skills through their study of Latin;
- have some knowledge and beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values: honesty, sincerity and personal responsibility, on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- develop non-sexist and non-biased attitudes;
- be adequately prepared for responsibilities of adult life.

Homefield Preparatory School Curriculum

Pupils follow an extended version of the National Curriculum from Foundation Stage through Key Stages 1 - 3 and in Years 7 and 8 the emphasis is on preparation for Common Entrance or Scholarship examinations.

- All pupils have access to the PSHE curriculum. It is delivered by form tutors and supported by visits from external agencies. The Deputy Head (Pastoral) is the PSHE co-ordinator.
- EAL provision is available as appropriate and according to needs from the Learning Support Department.
- Pupils with learning difficulties receive extra help, as appropriate to their needs, through differentiation in class, TA support and/or SENCO.
- The Spiritual, Moral, Social and Cultural development of pupils is addressed through all school activities, including lessons, assemblies, visits, tutor periods, breaks and individual discussions. Pupils are encouraged to develop self-confidence and self-regulation, tolerance and respect for their own and others' culture. The school's Behaviour Policy and Code of Conduct enable pupils to distinguish right from wrong and encourage them to accept responsibility for their own behaviour.
- The curriculum is complemented by a rich choice of extra-curricular activities.

Early Years Department

The boys in the Early Years Department (Nursery and Reception) follow the curriculum for the EYFS. This reflects the areas of learning identified in the Early Learning Goals.

Prime Areas

- **Personal, Social and Emotional Development (PSED)** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and Language (C & L)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Specific Areas

- **Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World (U t W)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design (EA & D)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In addition, children in the Early Years Department are also taught Music and Movement, French, ICT and Music by subject specialists.

Junior Department

The KS1 curriculum is followed with specialist teaching in PE, ICT, Music and French in Years 1 and 2. In Year 3, a transition year, the boys are taught by specialist teachers as they start on the Key Stage 2 curriculum. Their school day is lengthened to 4.00pm, enabling them to access some of the Senior Department after-school activities.

Senior Department

The subject specialism continues in the Senior Department from Years 4 - 8. Pupils are given more opportunities to access a broad curriculum. In Years 7 and 8 the focus is on preparation for Common Entrance and Scholarship examinations and ISEB guidance is followed.

Evaluation

Pupils' development in all areas of the curriculum is evaluated by:

- teachers' continuous evaluation of the pupils' progress
- pupils' development of independent learning skills and reasoning
- pupils' self-evaluation
- pupils' improved effort
- summative assessments and examination results
- assessment and exam results used to inform planning of schemes of work and lessons
- scholarship awards
- internal awards, house points and crests
- value added data from a range of standardised assessments
- competition entries and awards
- positive feedback from senior schools
- positive feedback from Old Boys and their parents.

EYD

The evaluation in EYFS is based on practitioners' on-going observations and assessments in all 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

Practitioners consider the individual needs, interest, and stage of development of each child and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development, providing planned, purposeful play and a mix of adult and child-initiated activities.

Each teacher and classroom assistant who works with each boy is expected to contribute to this process. Evidence is kept in the form of observations and photographs in an individual Learning Journey for each boy from the beginning of their time in the department to the end. Parents contribute to this information by completing an 'All About Us' sheet at the beginning of each academic year. This is updated at Parent Interview evenings throughout the year.

Teachers follow the statutory guidelines for the EYFS profile assessment which are completed for all boys who will be five years old on or before 31st August. The Head of the EYD monitors the assessment process in each group throughout the year and reports on it to the Deputy Head (academic).

Special Educational Needs

Details of how the needs of children with special educational needs are to be met can be found in the school's Special Needs Policy. If a child is identified as having learning difficulties, the level of intervention is determined by the special needs coordinator (SENCO), in consultation with staff and parents. The specific requirements of support and how the child's needs are to be met is documented and regularly reviewed. The school provides a certain amount of support free of charge, although additional support may be bought in by arrangement between the SENCO and parents. The school's Gifted and Talented Policy describes how the needs of able pupils are met.

Roles and Responsibilities

Headmaster

The Headmaster will review and approve the curriculum and Subject Handbook for each subject. He will ensure all pupils have the opportunity to learn and make progress.

Deputy Head (Academic)

The Deputy Head (Academic) will review and approve the curriculum and Subject Handbook for each subject and will ensure that the timetable is set appropriately to accommodate the requirements for each subject. They will also maintain an overview of provision for children identified as being gifted and/or talented, including their IEPs.

Staff

Department Heads will be responsible for the preparation and maintenance of the Subject Handbooks and subject policies, which will be reviewed and approved annually by the Headmaster and Deputy Head (Academic).

Department Heads will be assisted by teaching staff in this work. Teaching staff will adhere to the Subject Policies and Subject Handbooks in teaching classes, reviewing, creating and updating schemes of work, preparing class topics, themes and lesson plans.

Where cross curriculum links are required or exist, Department Heads will ensure that regular meetings occur between relevant staff to coordinate activities.

SENCO

The SENCO is responsible for the annual review of pupils requiring statements and the Management of all pupils identified as having learning difficulties and/or disabilities. This includes the drawing up of IEPs for Years 3 - 8.

Form teachers in the Early Years Department and Years 1 - 2 will draw up IEPs for the pupils, in consultation with the SENCO.

Governors

The governors will review the policy annually and will monitor the results, achievements and performance of pupils at appropriate stages including 11+ and 13+.