



# WINTERFOLD

P R E P • P R E - P R E P • N U R S E R Y

## CURRICULUM POLICY

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# **CURRICULUM POLICY**

## **INTRODUCTORY STATEMENT**

The curriculum is constantly being reviewed and updated in response to valued developments in the educational world, needs of our pupils and changes within the School. This document sets out the curricular aims and current practice employed to achieve these.

## **AIMS**

Winterfold is committed to providing pupils with a curriculum that is broad, challenging and differentiated to suit the needs of the pupils. We believe that all pupils should have equal access to curriculum regardless of gender, ethnic origin or special educational needs. We aim to create a rich and stimulating environment where the pupils feel confident, have a love of learning and aim to achieve high standards. We aim to provide pupils with a curriculum for the 21st century, where we endeavour to foster independent learners who are confident in the use of new technology, have the skills to access knowledge, and develop their practical and problem solving skills. We encourage pupils to discuss, reflect and evaluate their learning experiences.

We aim to:

- provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- teach subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement or recognised special learning requirement;
- take into account not only the intellectual, but also the social, personal, emotional and spiritual needs of pupils;
- enable pupils to acquire good skills in speaking and listening, literacy and numeracy, to enable them to communicate effectively;
- teach personal, social and health education which reflects the School's aims and ethos;
- develop a good understanding and appreciation of the Catholic Faith;
- teach and encourage respect and empathy for others;
- develop awareness of how religious and ethical beliefs influence people and their environment;
- foster an appreciation of culture through exposure to art, music, theatre and literature, and an understanding of how to use this as a stimulus for personal creation;
- provide the opportunity to develop sporting and physical skills which give life-long benefits such as health and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition;
- provide careers guidance appropriate for the age of pupils at the School;
- encourage the self-discipline, mental agility, confidence and the curiosity necessary for pupils to make the most of the opportunities offered in all areas and in so doing fulfil their potential;
- give feedback to pupils that gives them a realisation of their own strengths, weaknesses, limitations and potential, and an understanding of how to cope with this realisation;
- provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

## **EARLY YEARS FOUNDATION STAGE (EYFS)**

The Early Years Foundation Stage curriculum provides the framework for learning, assessing and reporting in our Early Years (up to age 5).

## **THE NATIONAL CURRICULUM**

The National Curriculum provides a broad guide for the curriculum in Key Stage 1 (Pre-Prep) and Key Stage 2 (Prep) and this is reflected in our schemes of work. However, we are able to select the aspects that we feel are best suited to the needs of our pupils and supplement these with our own ideas and expertise.

## **COMMON ENTRANCE AND SCHOLARSHIP AT 11+**

In Years 5 and 6, pupils follow the 11+ Common Entrance curriculum in Maths, English and Science. Pupils sit Common Entrance 11+ level papers in these subjects at the end of Year 6. This allows for the transition to the 13+ Common Entrance Syllabus in Year 7 as well preparing those pupils sitting entrance exams to Grammar schools in Year 6.

## **COMMON ENTRANCE AND SCHOLARSHIP AT 13+**

Children in Years 7 & 8 follow either a Scholarship or Common Entrance Syllabus. All pupils sit 13+ Common Entrance or Common Academic Scholarship Papers at the appropriate level at the end of Year 8.

## **HEADS OF DEPARTMENTS**

Each subject has a Head of Department for both the Pre-Prep and Prep who liaise closely to ensure continuity of the curriculum. Each Head of Department has responsibility for managing the subject, monitoring good practice and working with colleagues to produce schemes of work. They also have to manage the departmental budget, providing resources for pupils and staff.

## **SETTING**

Setting takes place in Maths and English during Year 1, and throughout Year 2 and the Prep School, as it allows pupils of similar abilities to be taught together, enabling them to move at a more appropriate pace. It also allows class size to be adjusted in favour of those pupils who require more individual attention. There is flexibility within the setting and pupils are carefully monitored; however we are always mindful of pupils' confidence and any decision to move a child is given careful consideration.

## **EXTRA-CURRICULAR ACTIVITIES**

Great value is placed upon pupils participating in extra-curricular activities and all are encouraged to make the most of the opportunities made available to them. The extra-curricular activities aim to develop the pupils' confidence, skills and interests in a non-academic environment. The programme of activities is coordinated by the Key Stage 1 and Early Years coordinators in the Pre-Prep and the Deputy Head (Pastoral) in the Prep. Two timetabled lessons a week are allocated for these. There is also a range of activities at lunchtimes and after school hours.

## **PSHE**

PSHE plays an important part in the development of the pupils as well-rounded and happy individuals. Although PSHE lessons are allocated a specific time slot on the timetable in the Prep School, we recognise that PSHE is very much a cross-curricular subject and valued in all areas of School life. The Prep School has 30 minutes whole School PSHE each week during which time guest speakers are often invited to present.

## SUBJECTS AND TIME ALLOCATION

A single academic lesson is 30 minutes in total. The extra-curricular lessons vary in length from 30 minutes in the Pre-Prep to a maximum of 1 hour in the Prep.

### Pre-Prep

Kindergarten 1, 2 and Reception follow the Foundation Stage Curriculum

### Key Stage 1

	Year 1	Year 2
<b>English</b>	8 (10 including reading)	8 (10 including reading)
<b>Mathematics</b>	8	8
<b>Science</b>	2	2 (Weekly)
<b>Geography</b>	9(Term Block)	2 Weekly(Half-Term Block)
<b>History</b>	9(Term Block)	2 Weekly(Half-Term Block)
<b>French</b>	0	0
<b>ICT</b>	1+Classroom Activities	1+Classroom Activities
<b>Art/DT</b>	2 Weekly (Half-Term Block)	3 Weekly (Half-Term Block)
<b>Music</b>	1	1
<b>R.E.</b>	2	2
<b>Games</b>	4 (including swimming)	4 (including swimming)
<b>P.E.</b>	2	2
<b>PSHE</b>	1	1
<b>Forest School</b>	1.5	1.5

### Prep

#### Key Stage 2

	Year 3	Year 4	Year 5	Year 6
<b>English</b>	10	10	10	9*
<b>Mathematics</b>	10	10	10	9
<b>Science</b>	4	4	4	4
<b>French</b>	1	2	2	2
<b>Spanish</b>	1	1	1	2
<b>Latin/Class.Civ.</b>	0	0	1	2
<b>Geography</b>	2	2	2	2
<b>History</b>	2	2	2	2
<b>ICT</b>	2	2	2	2
<b>Art</b>	2	2	2	2
<b>CDT</b>	2	2	2	2
<b>Music</b>	1	1	1	1
<b>Study Skills</b>	0	0	0	1*
<b>Choir (singing)</b>	1	1	1	1
<b>R.E.</b>	3	3	2	2
<b>Drama</b>	1	1	1	1
<b>Games</b>	6	6	7	7
<b>P.E.</b>	2	2	2	2
<b>Outdoor Learning</b>	1	0	0	0
<b>PSHE</b>	1	1	1	1
<b>Form Period</b>	2	2	1	1

\* Study Skills taught as part of the English Curriculum and within the English time allocation for a defined period of the year.

### Key Stage 3

	Year 7	Year 8
<b>English</b>	7*	7*
<b>Mathematics</b>	7	7
<b>Science</b>	6	6
<b>French</b>	2	2
<b>Spanish</b>	2	2
<b>Latin/Class.Civ.</b>	2	2
<b>Geography</b>	3	3
<b>History</b>	3	3
<b>RE</b>	2	2
<b>Study Skills</b>	1*	1*
<b>ICT</b>	2	1
<b>Art</b>	2	2
<b>CDT</b>	2	2
<b>Music</b>	1	1
<b>Choir (singing)</b>	1	1
<b>Drama</b>	1	1
<b>Games</b>	7	7
<b>P.E.</b>	2	2
<b>PSHE</b>	1	1
<b>Form Period</b>	1	1

\* Study skills taught as an integrated element of the English curriculum and taught within the English teaching allocation

### HOMEWORK

Regular prep is a valuable aspect of the learning process and contributes to the development of sound study habits. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce skills which have been learnt in the classroom. The times suggested below are a guide.

<b>Year 1</b>	1 x Maths (15mins), 1 x Literacy (15mins), 1 x Spellings, Reading (10mins daily)
<b>Year 2</b>	1 x Maths (20mins), 1 x Literacy (20mins), Spellings, Times tables, Reading (10mins daily)
<b>Year 3</b>	1 x English (20mins), 1 x Maths (20mins), 1 x Topic (30mins), Spellings, Times tables, Reading (10mins daily)
<b>Year 4</b>	1xEnglish (30mins), 1xMaths (30mins), 1xTopic (30mins), Spellings, Times tables, Reading (10mins daily)
<b>Year 5</b> English, Maths, Science, History, Geography, RE, MFL	8 x 30 minute tasks during the week which may include Spellings, Times-tables, French vocabulary, Reading
<b>Year 6</b> English, Maths, Science, History, Geography, French, RE, MFL Latin	9* x 30 minute tasks during the week which may include Spellings, Times-tables, French and Latin vocabulary, Reading *10 for Latin scholars
<b>Year 7</b> English, Maths, Science, History, Geography, French, Latin/Class.Civ, RE	10 x 30 minute tasks during the week including French, Spanish and Latin vocabulary, Reading

<b>Year 8</b> English, Maths, Science, History, Geography, French, Latin/Class.Civ, RE	10 x 30 minute tasks during the week including French, Spanish and Latin vocabulary, Reading
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When setting homework staff should ensure that:

- all pupils understand fully what is required and have noted down the details in their prep diary
- all pupils understand when the work is to be completed and handed in
- prep diaries should be signed by parents once a week
- prep diaries should be checked weekly by form teachers and initialled.

## **LEARNING SUPPORT**

All pupils have a right to equal access in the curriculum, however we have a number of pupils who require additional support lessons in order to make the expected academic progress. Some of these pupils have been identified as dyslexic or dyscalculic; others simply have gaps in their knowledge, visual or auditory difficulties, or low confidence, and require some extra help.

The needs of the most able pupils are specifically met through setting in English and Maths and differentiated work set in class (see Gifted and Talented Procedure for additional information).

The wide variety of extra-curricular activities, particularly music, sport and the arts allows pupils the opportunities to excel in many different areas and be educated in a rich and stimulating environment.

Detailed advice and the appropriate procedures to follow are set down in the Learning Support Policy.

## **ASSESSMENT, RECORDING AND REPORTING PROGRESS**

Please refer to the Assessment Policy.

## **FIELD TRIPS AND VISITORS TO SCHOOL**

We aim to provide pupils with a wealth of first-hand experience and we place a strong emphasis on educational visits, visitors to School and residential trips. We aim for each year group (from Year 3) to experience at least one educational visit per term. A carefully balanced programme has been developed. There are also the overseas trips which are open to a variety of year groups.