

KING HENRY VIII PREPARATORY SCHOOL

CURRICULUM POLICY (Effective from November 2015)

This policy is applicable to all pupils, including those in EYFS.

1 Introduction

The curriculum may be defined as all the timetabled activities that we organise in order to promote learning and personal growth and development.

There are three main parts to the curriculum: the academic, sport and the arts. As an independent school, which prides itself on having traditional values:

- We value scholarship and hard work
- We value participation in sporting and physical activities
- We value the importance of developing and channelling children's creative talents – particularly Art, Music and Drama.

2 Objectives

At King Henry VIII Preparatory School our curricular objectives are:

- to create a variety of high standard learning experiences for all children to promote high standards of achievement
- to create a lively and stimulating learning environment
- to enable all children to learn and develop their talents and abilities to the full;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to prepare pupils for entrance examinations for subsequent schools
- to enable children to be creative and to develop their own thinking, as well as developing knowledge, skills and understanding
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- to enable children to develop a respect for other people, their property and the environment
- to help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life.

3 Principles Underpinning the Curriculum

We aim to provide children with a broad, balanced curriculum which is relevant to their experience and builds on their previous knowledge to ensure continuity and progression, so that all pupils have the opportunity to learn and make progress. We provide full-time supervised education for pupils of compulsory school age, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

We enable pupils to acquire skills in speaking and listening, literacy and numeracy. In addition we aim to help them develop the key skills: communication; application of number; information technology through Computer Studies; working with others; aptitudes; evaluating and improving their own learning and performance; problem solving; endeavour; critical thinking and thinking skills.

We take into account the ages, aptitudes and needs of all individuals, including those with the EHC plan.

We aim to develop children's spiritual, moral, social and cultural development through PSHEE lessons, cross-curricular activities and the pastoral care system. Our curriculum is designed to take account of the diverse cultural backgrounds of our pupils; in some subjects we draw on the different cultural experiences of our children to enhance the teaching and learning as well as understanding and not undermining traditional British Values.

We provide the pupils with personal, social and health education which reflects the school's aims and ethos. The school is also keen to promote environmental issues and has undertaken to follow an ECO policy. We also aim to prepare the children for the opportunities, responsibilities and experiences of adult life.

4 The Scope of the Curriculum

4.1 Early Years and Foundation Stage.

Our curriculum planning for the EYFS focuses on the seven areas of learning:

PRIME

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

SPECIFIC

- Literacy

- Maths
- Understanding the World
- Expressive Arts and Design

The learning goals are achieved in the Nursery through a topic-based cycle of planned and structured activities, recognising that children learn through play as well as some more formal work. Planning is carefully structured to meet the needs of pupils attending for half and full days.

Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. During the children's first term in the Reception classes their teachers make a baseline assessment to record the ability of each child on entry and this forms part of the curriculum planning.

The planning is based upon the seven areas of learning but with increasing emphasis on more formal teaching as the year progresses in order that the children achieve the initial Year 1 objectives in English and Maths by the end of the year.

4.2 Key Stage 1

At Key Stage 1 we make use of objectives from the new Primary Curriculum in our planning in English and Maths. We also use the objectives from the published National Schemes of Work in other subjects but all our schemes of work are developed independently and extended as appropriate. The curriculum is delivered through a topic based approach which encompasses the majority of subjects. The planning is discussed and agreed by the year group teams to ensure continuity and progression.

4.3 Key Stage 2

The Key Stage 2 follows the broad outline of the new Primary Curriculum but, as an Independent school, the schemes of work are developed and extended as we feel best meets the needs of our pupils. We ensure that our planning in Maths and English encompasses the key objectives from the Numeracy and Literacy KS2 Primary Curriculum. The foundation subjects make use of some of the objectives from the new Curriculum but are amended and extended as we consider appropriate.

At Key Stage 2 discrete subjects are taught but, wherever possible, there are strong cross-curricular links.

There is a whole school approach to Computing with the use of I-pads in particular.

5 The curriculum

An overview of the curriculum is provided for each year group and circulated to parents at the start of each year.

The curriculum for Years 4 - 6 is taught through five lessons per day, each of one hour duration from Years 4 - 6.

At KS1 and Year 3 the children receive four and a half hours teaching per day. The timetable is organised on a weekly basis. See Appendix A

Lesson allocations per week are as shown:

Time Allocation	Lessons per week					
SUBJECT	Y1	Y2	Y3	Y4	Y5	Y6
Number of Pupils in Year Group	65	64	60	72	71	74
Number of Classes in Year Group	4	4	4	4	4	4
English & Drama	6 4 classes	6 4 classes	6 4 classes	5 4 classes	5 4 classes	5 4 sets
Maths	5 4 sets	5 4 sets	5 4 sets	4.5 4 sets	5 4 sets	5 4 sets
Science	With Topic	1	1.5	3	3	3
Computing	1	1	1	1	1	1
Languages	½	1	1	1	1	1
History/ Geography- Humanities	5	2	2 lessons a week each for half a term	2 lessons a week each for half a term	2 lessons a week each for half a term	2 lessons a week each for half a term
RE/PSHEE+ 20 mins form time for PSHEE issues.			1	1	1	1

		50 mins				
Art and Design & Technology	2	2	2	2	2	2
Music	1	1	1	1	1	1
PE inc Swim	2	2	1	1	1	1
Games	1	1	2	3	3	3
TOTAL Lessons	22.5	22.5	22.5	25	25	25
In addition PSHEE for KS1	20 min	20 min				

6 Planning

Why Plan?

- To provide a consistent, easily referenced framework to ensure all the children have access to a broad, balanced relevant curriculum which provides continuity and progression and takes individual differences into account whilst meeting the needs of the School's Curriculum.
- Successful teaching and learning relies upon detailed planning which not only identifies the intended learning objective, pupil task and area of study that the child is to follow but also ensures the progressive development of basic skills and concepts.
- To develop a cross-curricular approach with a focus on Literacy, Numeracy, Eco and SMSC-including key values and issues.
- To raise standards
- To make the tasks relevant to the child.
- To develop independent learners
- To develop key skills
- To inspire and to motivate
- To prepare children for the future
- To engage the pupils

We believe:

- The main purpose of planning is to enable teachers to design and deliver well targeted sequences of differentiated lessons that allow pupils to make good progress against the School's Curriculum (Links made with New Primary Curriculum) or Foundation Stage Curriculum
- Planning must be based on what children need to learn and not simply be activity based

- Planning is driven by teacher assessment and up to date knowledge of each child's ability

Aims:

- To support all pupils in their learning
 - To ensure all pupils can make maximum progress
 - To ensure the progressive development of basic skills and concepts
 - To ensure effective cross curricular links are met (e.g. links made between subjects, speaking and listening, development of reading and writing)
- To ensure appropriate levels of curriculum coverage

At King Henry VIII Preparatory School our planning takes account of most of the New Primary Curriculum programmes of study in the core subjects. We make use of most objectives from the New Primary Curriculum in other subjects in the KHPS schemes of work but also use professional judgement and experience to amend and extend them, as relevant.

Within the school we have an agreed whole school approach to planning which provides a balance between developing consistency in the planning processes and enabling teachers to work effectively by utilising their particular strengths and interests. There are three stages in our planning process:

- Long term planning - Yearly overview
- Medium term planning (Key objectives) - Planning for each term
- Short term planning (Lesson plans) – week by week planning

Planning is carried out as follows

Nursery/Reception -	Nursery team planning covers all areas except Literacy and Numeracy which is led by the Head of Early Years. The Reception curriculum is co-ordinated by the Head of Reception in consultation with the Head of Early Years and planned by Reception teachers, with the exception of PE, Music and Languages where planning is provided by Heads of Department. In Nursery, Music is planned by specialists.
Years 1/2 -	Long term plans provided by Subject Heads and coordinators in consultation with Heads of Year. Medium term objectives provided by Head of Year, in consultation with Subject Heads and Coordinators. Topic planning completed and reviewed by class teachers

and/or subject teachers, in year group meetings
Music/PE-Games/Languages/Computing/Art short
term planning provided by Heads of Department.

- Years 3/4 - Long term plans provided by Subject Heads and coordinators in consultation with Heads of Year.
Medium term plan objectives provided by Subject Heads and Coordinators in consultation with HoY.
Maths short term planning completed by set teachers, coordinated by designated Year group teacher.
English, Humanities (Including RE and PSHEE) and Science planned and differentiated by Year group teams.
Art/DT, Computing, Swimming/Games, French, Music short term planning provided by Head of Department who plan across key stages.
- Year 5/6 - Long term plans provided by Subject Heads and coordinators in consultation with Heads of Year.
Medium term plan objectives provided by Subject Heads and coordinators in consultation with HoY.
Maths short term planning completed by set teachers, coordinated by designated Year group teacher.
English, Humanities (Including RE and PSHEE) and Science planned and differentiated by Year group teams.
Art/DT, Computing, Swimming/Games, French, Music short term planning provided by Head of Department who plan across key stages.

6.1 Long Term Planning

The themes cover all of the School's Curriculum requirements with links to the National Curriculum for all Curriculum subjects. Wherever appropriate, links across other subjects are made to enable teaching to be based on a cohesive approach where links in learning can be established. Some separate discrete lessons are planned and taught to ensure that key skills and knowledge are taught.

The long term plans are drawn up by Heads of Department (Art, Music, Games and PE, Languages, Computing) Subject Coordinators (Maths, English, Science, Humanities, RE/PSHEE) in consultation with Heads of Year from Year 1 - 6; they outline the topic areas and key skills being addressed by each year group each term.

The long term planning for EYFS is led by the Head of Early Years. With the exception of Music, Games and Languages which in Reception are planned by HODs.

A framework for all of the subjects enables teachers to see clearly the progression within each subject and across each year group and can assist in identifying cross-curricular links.

Any changes to the topics and themes within a subject in a Year Group can only be made after consultation with the Director of Studies and relevant subject coordinators and Heads of Department.

6.2 Medium Term Planning

Staff plan for each topic or subject each term or half term. These plans are based on the agreed long term plans, they identify learning objectives informed by previous attainment. Planning is recorded on Medium Term Planning Sheets for which a copy is kept in a Curriculum topic file by the Director of Studies which include key objectives.

The key objectives illustrate continuity and progression. The aim of the programmes of study is to provide guidance on the content of what is to be taught. Topics and themes may include reference to cross-curricular, PSHEE, SMSC and ECO which is colour coded. ECO is green, PSHEE is purple and SMSC is blue on MTPs and more importantly referenced in STPs.

The key objectives for each subject for the medium term plans (Schemes of Work) are set by the Subject Heads and coordinators in Years 3 – 6 in conjunction with Heads of Year.

In Years 1 – 2 the medium term plans are drawn up by year group teachers led by the Head of Year (in liaison with Subject Heads and coordinators regarding key objectives). Plans are reviewed/agreed prior to the start of each term and then made available to the Director of Studies.

Medium term plans are checked by the Director of Studies, Heads of Department and Subject Coordinators to:

- ensure that programmes of study are being implemented appropriately

- check for continuity and progression across the school
- offer constructive advice on teaching strategies, resources and assessment
- gather evidence on the intended learning
- monitor the effectiveness of the schemes of work and curriculum planning within the subject.

6.3 Short Term Planning

This is the individual teacher's day to day planning, written on a weekly basis. This level of planning is seen as a working document to support the individual teacher in his/her daily teaching.

The level of detail in English and Maths will, of necessity, be more detailed than for other subjects. All short term plans must, however, provide the following information:

- the learning objectives/outcomes for each lesson. This is the key knowledge, skills or processes that underpin the learning and will form the basis of the assessment but they may also outline values and attitudes to be developed.
- the activities to be undertaken, cross-curricular/ECO/SMSC links management of adult helpers and pupil groupings (if appropriate),
- assessment, where relevant,
- time and resources needed (including books and page references and any specialist equipment).
- how work is differentiated for more and less able pupils
- preps to be set

The format of short-term planning is left to individual staff members. Staff are expected to produce clear plans, presented in a professional manner (either typed on the shared area or in a file). Planning must be available, on request, and is inspected as part of the monitoring process – plans may be requested by the Heads of Department, Subject Coordinators, Heads of Year or the Management Team.

7 Development of the Curriculum

Personal, Social, Health and Economic Education (PSHEE) is led by the Subject Coordinator with consultation with Pastoral Deputy Head and delivered in lessons combined with Religious Education and through assemblies. Some aspects are covered in other subjects.

Development of writing across the curriculum is one of the whole school targets and ‘the Big Write’ was introduced across the school. We are continuing to develop the links between Literacy and the Humanities.

An updated and whole-school approach to the teaching of phonics, spelling and handwriting is being planned.

8 Staffing Structure

The school operates on two campuses – Swallows (Nursery to Year 3) and Hales (Years 4 – 6).

Pupils at the Swallows campus are taught mainly by a form teacher with specialist input for French, Music, PE/Games, Art/DT.

Pupils in Years 4 and 5 are taught largely by a team of teachers but have subject specialists for some lessons.

Pupils in Year 6 are taught by staff who specialise in a small number of subjects.

Academic matters are led by the Heads of Year, Heads of Department, Subject Coordinators, the Director of Studies and the Academic Deputy Head.

Pastoral matters are led by Form Teachers, PSHEE Coordinator, Pastoral Heads and the Pastoral Deputy Head.

9 Pupil Groupings

Pupils can be grouped in a number of ways depending on the subject, activity and purpose of the task. These can vary from whole school assemblies, through class teaching to small group activities.

Grouping should take account of the nature of the task and the ability of the pupils which may involve a form of differentiation. Groups may, for example, be arranged by:

- Friendship
- Age
- Ability (similar or mixed)

In most subjects children are taught in mixed ability classes. They are, however, taught in sets for English from Year 5 and for Maths from Year 1.

Children with special needs (learning difficulties or gifted and talented) may work within the classroom in small groups with a teaching assistant or may be withdrawn for more specialised work.

10 Equal Opportunities and Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, regardless of physical or learning difficulties, race, ethnicity, gender, linguistic background, religion and belief or sexuality. The subject matter is appropriate for the ages and aptitudes of pupils, including those with special needs. If we think it 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. This includes gifted and talented children as well as those with specific learning difficulties.

Where a pupil has a special need, the school does all it can to meet these individual needs; in the case of a pupil with an **EHC plan** the school would aim to fulfil his/her requirements. If a pupil displays signs of having a learning difficulty, his/her teacher arranges to discuss his/her needs as detailed in the school's Learning Support Policy. Similarly any pupil displaying a particular gift or talent are referred to the Director of Studies. Children with EAL are identified, reported to the Learning Support Coordinator and supported, as necessary.

The school provides a Target and Strategy Sheet (TASS) for each pupil who has been identified as having a specific learning difficulty. This sets out the nature of the special need, and outlines how the schools 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. Educational Health Care Plans (EHC) are in place for children with **educational and health** needs.

See Learning Support Policy and Gifted and Talented Policy for further details.

11 Extra-curricular activities

Staff are expected to arrange a variety of activities to supplement their teaching, for example:

- Visits to museums, theatres or other sites of interest
 - Visiting speakers and groups
 - Residential visits
 - Extra-curricular clubs
- KHPS Curriculum Policy/SD/updated Nov 15

12 Homework Policy

Pupils are set homework to support and extend their learning. Work set may be written exercises, reading, practical projects, learning or independent research. Homework for pupils in KS1 and KS2 (and Reception from the Lent Term) is set according to a set timetable – see Homework Policy.

13 Monitoring, Evaluation and Review

The Head, Academic Deputy Head and Director of Studies, supported by Heads of Department and Heads of Year, are responsible for the monitoring of the curriculum. They ensure that long and medium term planning is completed as set out in the Curriculum Policy. They also monitor short term planning and ensure, through lesson observations and examination of books, that lessons are being taught as set out in the planning documentation and that learning objectives are set and achieved.

Subject Coordinators and Heads of Department monitor the way their subject is taught throughout the school (3 – 11) and ensure that appropriate teaching strategies are used; they are supported in this by the Heads of Year. The content of the curriculum is reviewed at least every two years. Subject Coordinators, Heads of Department with Heads of Year also have responsibility for monitoring the way in which resources are stored and managed.

The curriculum, policies and resources for each subject are reviewed on a 2-year cycle.

14 The Role of the Heads of Department and Subject Coordinators

The role of the Head of Department and Subject Coordinator is to:

- provide a strategic lead and direction for the subject;
- to produce subject documentation, including development plans

- support and offer advice to colleagues on issues related to the subject, including INSET, where appropriate;
- monitor pupil progress in that subject area;
- set targets;
- provide efficient resource management for the subject
- arrange and manage subject meetings
- liaise with other schools

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 should 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 their subject, ensures that there is full coverage and that any changes to the National Curriculum are monitored and incorporated if required after consultation. The Head of Department and subject coordinator must also consider progression is planned into schemes of work.

15 The Role of the Head of Year

The Heads of Year have broad roles but their responsibilities within the curriculum are:

- to have responsibility for creating each class group within the phase
- to ensure that year/subject curriculum meetings are arranged and managed to develop medium and short term planning across the phase
- to co-ordinate the development of cross-curricular links (Nursery to Year 6)
- to support the Director of Studies/Deputy Head in ensuring that planning and assessment are regularly discussed by planning teams to provide equal access to the curriculum for all children (also taking account of the need to differentiate work for children of differing abilities)
- to oversee the implementation of the School PSHEE programme within lessons, assemblies and form periods
- to ensure that homework diaries are correctly completed and checked by staff
- to monitor planning and its implementation across the phase
- to consider SMSC and British Values in the Year planning

Full details of the roles of Heads of Department, Subject Coordinators and Heads of Year are given in the Management Structure and Description of Roles document.

APPENDIX A

Curriculum Overview Years 1 - 6

APPENDIX A

Structure of the Teaching Day and Lesson Times

8.40	8.50-9.50	9.50-10.10	10.10 – 11.10		11.10-12.10	12.10-1.10	1.10-1.35	1.35-2.35	2.35-3.35
Reg	Lesson 1	Brk	Lesson 2		Lesson 3	Lunch	Assembly	Lesson 4	Lesson 5
6O									
6M									
6S									
6W									
5A									
5H									
5M									
5P									
4B									
4C									
4J									
4P									
8.40	9.00-10.00	10.05-10.25	10.25-10.45	10.45- 11.45	11.45-12.15	12.15-1.30	1.30-2.30	2.30-2.45	2.45-3.45
Reg	Lesson 1	Assem	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Brk	Lesson 5
3H									
3HW									
3Br									
3By									
2B									
2H									
2T									
2CW									
8.50	9.00-10.00	10.05-10.25	10.25-10.45	10.45 – 11.45	11.45-12.15	12.15-1.15	1.15 – 2.15	2.15-2.30	2.30-3.30
Reg	Lesson 1	Assem	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Brk	Lesson 5
1WT									
1Wn									
1M									
1O									
RC									
RD									
RF									
RW									
N									

3.40 p End of Day

