

Chiswick & Bedford Park Preparatory School

Curriculum Policy

Introduction

At Chiswick and Bedford Park Preparatory School (“the School”) we are committed to providing a rigorous academic education within a creative and nurturing environment, from the Early Years Foundation Stage through to Year 6. The School is academically nonselective and we aim to motivate and support each child, whatever their ability.

We provide a broad and balanced curriculum, recognising that our children have varying abilities in different areas. We prepare boys for entrance examinations to Preparatory departments of Senior Schools at 7+ and girls for entrance examinations to Senior Schools at 11+. We also place an emphasis on Art, Music, Drama and French and on the personal development of our pupils.

Aims

The School aims to:

- Provide a broad and balanced curriculum through which all children enjoy their learning, make progress and achieve their full potential;
- Encourage a love of learning by providing stimulating and engaging lessons;
- Enable all children to access the curriculum by differentiating activities to suit all abilities;
- Prepare pupils for entrance examinations at 7+ (boys) and 11+ (girls);
- Provide a safe, secure and happy learning environment;
- Encourage confident, enquiring pupils who take responsibility for their own learning;
- Provide a curriculum that is balanced and broadly based and promotes each pupil’s spiritual, moral, social, cultural, mental and physical development, thereby preparing him/her for the next stage of education;
- Build personal qualities of confidence, self-reliance and respect for others, in preparation for the challenges and opportunities of the modern world; and
- Promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Early Years Foundation Stage (EYFS)

The Reception classes follow the Early Years Foundation Stage through the teaching of three prime areas and four specific areas:

Prime Areas: Communication and Language, Physical and Development, Personal, Social and Emotional Development.



Specific Areas: English, Mathematics, Understanding of the World, Expressive Arts (See EYFS Policy for further details).

Key Stage 1 and Key Stage 2

Key Stage 1 comprises Years 1 and 2.

Key Stage 2 comprises Years 3, 4, 5 and 6.

Planning

We plan our curriculum in three phases: long term, medium term and short term. Each subject is planned with reference to the National Curriculum, together with the entrance requirements of the 7+ and 11+ entrance examinations.

- The long term plan, or School Curriculum Map, shows the topics covered by each Year Group each term. The Curriculum Map is reviewed annually.
- Medium Term Plans contain the main objectives and teaching activities, including differentiation, and assessment opportunities, for each subject. These plans are based on the Schemes of Work.
- Weekly plans are written for English and Maths. These set out the learning objectives for each lesson and identify the activities, including differentiation, challenge work, resources to be used and how pupils will be assessed.
- In the Autumn Term of Year 2, subjects are planned with regard to the specific requirements of the entrance examinations at 7+, with particular emphasis on English, Maths and Reasoning.
- In the Autumn Term of Year 6, subjects are planned with regard to the specific requirements of the entrance examinations at 11+, with particular emphasis on English, Maths, Science, Problem solving and Reasoning.

Organisation

In Years 1 and 2, there are two parallel mixed ability classes. The teachers of parallel classes plan together to ensure consistent coverage of the curriculum and progression through the year groups. Main 2 classes which are In Years 3 – 6 there is one mixed ability class. Team teaching takes place for a number of lessons in Maths and English each week to enable specific provision to be made for different ability groups.

Timetable

The timetable ensures that pupils receive a balanced curriculum. The timetable for each year group is organised so that the following subjects are taught:



- English
- Mathematics
- Science
- Computing
- History
- Geography
- R.E.
- P.S.H.E. (To include RSE and ESR)
- Art
- Design Technology
- Drama
- Music
- French
- P.E.
- Latin (Form 6 Spring and Summer Term)
- Mandarin / Spanish (Form 6 Summer Term)

Cross- curricular links are followed where possible.

Form teachers are responsible for teaching English, Mathematics, History, Geography, R.E., P.S.H.E, Art, and D.T.

Computing, P.E., Swimming, Science, French, Music and Recorders are taught by specialist teachers.

Latin, Mandarin and Spanish (subject to teacher availability) are introduced in the Spring Term of Year 6.

Equal Opportunities

We undertake to ensure equal opportunities for all pupils in relation to their ethnicity, race, gender, social background, special need or disability.

Special Educational Needs and Disabilities

We aim to identify pupils with specific learning difficulties at an early stage of their education (see SEND Policy).

The Assessment Co-ordinators analyse assessment and tracking data twice yearly and information is passed to the form teachers, SENCO and Gifted and talented Co-ordinator. A pupil may be recommended for learning support following discussion with the form teacher, SENDCo and the parents. The Form Teacher will also be given support to provide resources and educational opportunities within the class to help meet the needs of the child.



The School will ensure that any pupils who have an Individual Pupil Profile (IPP) of educational needs will have access to an education which fulfils the requirements of the child's Education, Health and Care Plan.

English as an Additional Language (EAL)

For pupils for whom English is an additional language, planned lessons are put in place and teaching assistants are timetabled to support their needs.

Gifted and Talented Pupils

We provide extension and enrichment activities for those who are gifted and talented. Please see the Gifted and Talented Policy for further information. Other activities include:

Art: Art work is regularly displayed around the School. There is an annual art exhibition, open to the public, art workshops, Christmas card competition and visits to art galleries.

Drama: whole school productions and class assemblies provide performance opportunities. After school Junior and Senior Drama Clubs further enrich the curriculum.

English: pupils are entered into a variety of national and local competitions for poetry, writing and handwriting. These include Satips Handwriting Competition, Chiswick Book Festival Children's Poetry Competition and World Book Day events.

Maths: pupils are entered for the Primary Maths Challenge in Years 5 and 6 and teams from Year 5 and 6 take part in the Primary Maths Team Challenges.

Music: Pupils may join the School Choir (Year 3 - 6). Year 2 pupils all learn the recorder and may continue to learn in Years 3 – 6. There are Junior and Senior Recorder Groups. Children may also have piano and flute lessons in school and there is a Flute Group. Children may also have group singing lessons and are entered for musical theatre examinations. Pupils perform in three concerts each year. There is a Piano Concert in the Spring term as well as a Music Concert for those pupils taking piano, flute, recorder and singing lessons.

P.E: Fixtures are arranged in netball, football, hockey, cross-country running, cricket, rounders and swimming. Before and after school clubs, including football, running, netball, dance and fitness, further enrich the curriculum. The School run an annual house swimming gala for all pupils in Years 3-6.

Science: An annual Science Week is held and provides additional opportunities for investigation and STEM and participation in competitions



School Clubs/ Extra-curricular activities

There are a range of clubs that take place before and after school on Mondays, Tuesdays and Thursdays, available for pupils in Years 2 – 6. Choir Practice (Y3 -6) takes place before school on Mondays.

Clubs may include football, netball, fitness, dance, drama, computing, newsletter, debating, origami, chess, board games, craft, junk modelling and sewing and eco-club (but these vary from term to term).

Musicianship Class

There is a class before school for children in Year 1. This is a paid for class run by the School's flute/recorder teacher. It is a popular club.

Little Voices

This is run on a Monday after school by an external company as 'wrap around' provision. It is for children wishing to participate in LAMDA drama exams and is for children from Reception-Year 4.

School Council

The School Council comprises of two elected members from each class (Year 2 – 6) and meets for an hour after school on a club day. School Council Representatives from each class collect suggestions from members of their class and these are discussed and followed up in meetings. Recent projects include improving the playground, saving energy and recycling and the 'Beat the Streets' initiative to encourage pupils to walk to school.

Outings

Educational outings form an important part of a child's educational experience, helping to make learning meaningful. Classes organise two outings each term to link to the topics being studied in class. Extensive use is made of the excellent facilities in London such as museums, art galleries, theatres, historical sites and sites of scientific interest.

Residential Week

Residential visits provide pupils with the opportunity to learn new skills, such as problem solving and team challenges; to develop their organisational, team working and leadership skills; to build relationships with others, accepting and supporting them, and working cooperatively; to gain greater independence; and to become risk aware. Girls in Year 6 spend one week at the PGL Activity Centre on the Isle of Wight during the Summer Term.



Homework

At the School, homework is intended to reinforce work done in lessons and to encourage independent study skills. By gradually increasing the amount given as pupils progress through the school, we aim to develop and support their ability to use their initiative and organise themselves. Expectations for length of homework and levels of support required are clearly conveyed to parents in the 'Meet the Teacher' evenings at the start of each academic year. All pupils are expected to spend time reading each day.

Teaching and Learning (see Teaching and Learning Policy)

We aim to ensure that all pupils have the opportunity to learn and make progress whatever their ability.

Teachers have high expectations of their pupils and use a range of teaching and learning methods and materials in all subjects to suit pupils' different needs and ensure challenging work is provided for all. Differentiation also requires variation in classroom organisation and individual support.

Effective teaching

This is based on the Teachers' Standards (DfE, 2011). All teachers strive to:

- Set high expectations which inspire, motivate and challenge;
- Promote good progress and **outcomes**;
- Demonstrate good subject and curriculum knowledge;
- Plan and teach well-structured lessons;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment;
- Manage behaviour effectively to ensure a good and safe learning environment; and
- Fulfil wider professional responsibilities.

In particular they focus on:

- Engaging and including all pupils with challenging work which meets their individual needs;
- Checking that the responses of pupils show gains in knowledge, skills and understanding; and
- Monitoring the progress of pupils in lessons and adapting teaching accordingly.

Effective learning

Class teachers apply this by encouraging children to:

- Participate actively throughout the lesson;
- Use good and effective questioning;



- Explain what they have learnt;
- Solve real-life problems;
- Work independently; and
- Work collaboratively with others in group activities.

Teachers encourage children to take responsibility for their own learning by:

- The use of success criteria/steps to success to evaluate their learning;
- Giving 'next steps' to show children how to improve;
- Explaining orally what they have learnt; and • Applying what they have learnt to new situations.
- Teachers reward occasions where initiative is taken by pupils to deepen their understanding
- Providing opportunities for pupils to select work that challenges them. (For some year groups this has become known as a 'chilli challenge'.

Assessment, Recording and Reporting

Pupils' progress from Reception through to Year 6 is monitored, assessed and evaluated. Both formative (AfL) and summative assessment takes place. Formal assessments are used to track pupils' progress and identify children with specific learning difficulties and those who are able, gifted and talented. Children are given regular feedback on their progress and given 'next steps' so that they understand what they need to do to improve. Children are helped, both to be aware of their strengths, and to develop learning strategies to overcome individual weaknesses.

Parents are given three written reports on their child's attainment and progress each year, at the end of the each term. In addition, there are three parent/teacher evenings each year. This Curriculum Policy is reviewed annually to take account of new initiatives, Curriculum changes and any changes within the School.

See also:

EYFS Policy

Teaching and Learning Policy

Homework Policy

Assessment, Recording and Reporting Policy

SEND Policy

Equal Opportunities Policy

SMSC Policy



Gifted and Talented Policy

Subject Policies

