

Curriculum Policy

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Hocher	
Mrs V J Gocher	

INFORMATION

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Aldenham Preparatory School Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the New National Curriculum, but also the range of extra-curricular activities that the school organizes to enrich the experiences of children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while 'taking care of their own learning', so that they can achieve their true potential. We believe in a broad curriculum enabling the pupils to become well rounded individuals.

Values

Our school curriculum is underpinned by our mission statement, our key aims and Golden Values; the 5 Cs (Appendix 1). The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

At Aldenham we believe very strongly in offering breadth within our curriculum, so that the all-round talents of each individual child may be developed. This involves promoting the academic, creative and sporting facets of school life, as well as fostering children's natural curiosity, in order to empower them with a life- long love of learning.

At Aldenham Prep School:

- We value the way in which are children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organize our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each other for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.



Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, computing & coding
- to teach children about their developing world, including how the environment, culture and society have changed over time;
- to enable children to be happy, responsible and co-operative members of our community;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong.

Organisation and planning for EYFS, KS 1 & 2

We plan our curriculum in three phases:-

Long Term

Initially a curriculum map or long-term plan is drawn up. This indicates the broad learning intentions for each term and establishes which topics are to be taught to which groups of children. We review our long term plans on an annual basis. (See Appendix 2)

Medium Term

We use the national schemes of work as a basis for much of our medium-term planning. In our medium-term plans, we give clear guidance on the topics to be taught week by week. We store all of our medium-term plans stored on the intra-net, so that they can be easily updated and reviewed. (See Appendix 3)

Short Term

Our short-term plans are those that our teachers write or communicate on a weekly or daily basis. We use these to set out the learning objectives/ WALT for each session, and to identify which resources and activities we are going to use in the lesson. Prompts for differentiation and assessment are included at this stage of planning, as well as relevant cross-curricular links. (See Appendix 4)

A variety of AfL techniques are embedded in all areas of the curriculum as are steps to success (S2S). We continue to develop our evidence of assessment and progress.



Children who require Learning Support

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children.

If a child has a special need, our school does all it can to meet these individual needs. If a child displays signs of having special needs, his/her teacher makes an initial assessment. In most instances the teacher is able to provide resources and educational opportunities which meet the child's requirements, within the normal class organisation. If a child's need is more severe we will involve the Head of Learning Support and then the appropriate external agencies and professional assistance, in close consultation with parents.

The school provides a Pupil Passport and/or Targets for each of the children who are on the Learning Support register. This sets out the nature of the need and outlines how the school will aim to address that need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

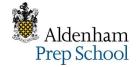
These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the Graduated Approach. The flow diagram below illustrates this process



Aldenham Prep School. Elstree, Hertfordshire.



Homework

The school expects homework to be set as appropriate. As guidance we expect pupils to spend the following times on homework:

Year Group	Homework	Holiday Homework Reading task	
Reception	Individual reading materials twice a week;		
Year 1	Reading every day; Spellings every week; Times tables after Christmas; A 30 minute Literacy task and a 30 minute Maths task once a week.	Reading task	
Year 2	Reading every day; Spellings every week; Times tables every week; A 30 minute Literacy task and a 30 minute Maths task once a week.	Reading task	
Years 3 and 4	Reading every day; Spellings every week; Times tables every week; Year 3 a 20 minute Literacy task and a 20 minute Maths task once	Reading task	
	a week; Year 4 a 30 minute Literacy task and a 30 minute Maths task once a week; An on-going 2-3 week Learning Activity.		
Year 5	Reading, spellings and times tables every day; a 40 minute Literacy task and a 40 minute Maths task once a week; an ongoing 2-3 week Learning Activity.		
Year 6	Before Christmas: reading, spellings and times tables every day; two 30-40 minute Literacy tasks and two 30-40 minute Maths tasks a week. After Christmas: reading, spellings and times tables; an on-going Learning Activity.	until Christmas; Reading task after Christmas.	

MAG&T

Class work is differentiated for the pupils and there is a register of children who have been identified as MAG&T.

Aldenham Prep School. Elstree, Hertfordshire.



The role of the Subject Co-ordinators

We aim for the subject cordinators to:

- Contribute to the whole School Development Plan
- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor assessment and pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school SDP objectives. Each

subject leader reviews the curriculum plans for their subject and ensures that progression is planned into Schemes of Work. Subject leaders are also working towards keeping a portfolio of children's work, which will be used to show the achievements of children within each Year Group and to give examples of expectations of attainment.

Subject coordinators are:-

- Give a termly/annual budget for the subject
- Given staff meeting time
- Given coordinator time to update their file
- Given time to observe their subject being taught
- Meet with HoD of senior school regularly

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Class Teacher or Deputy Head. If the issue is not resolved parents should make an official complaint in writing to the Head of Prep. The school has a Complaints Procedure in place, which can be obtained from the Head of Prep

Monitoring and review

All teaching staff are responsible for monitoring the way the school curriculum is implemented. As part of the subject leadership programme each subject area is monitored in a cycle of review and development. The curriculum policy is reviewed annually.

V.J. Gocher/C.J.Watts
January 2012
November 2015
January 2016
V J Gocher/ S Galpin
October 2017



Appendix 1 Mission Statement

Mission Statement and Aims

The Prep School is a co-educational Independent IAPS School encompassing the Foundation Stage which is our Nursery and Reception classes (3-5 years), the Pre-Prep Department (5-7 years) and the Prep Department (7-11 years).

Our Mission Statement states that:

'At Aldenham Prep School, we provide a happy, nurturing and warm environment where quality learning takes place and the needs of each individual child are fulfilled.'

Our Key aims are:

- To ensure that each individual pupil is nurtured and encouraged to make the most of their own special talents
- To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils
- To emphasis the importance of the social, moral and spiritual dimensions of community life in a multi-cultural society
- To provide a well-planned, well organized environment giving children rich and stimulating experiences
- To foster good relationships and partnerships between pupils, parents, staff and the wider community



Appendix 2 Golden Values





Appendix 3 Long Term Plan Year 6 Curriculum Map 2017-18

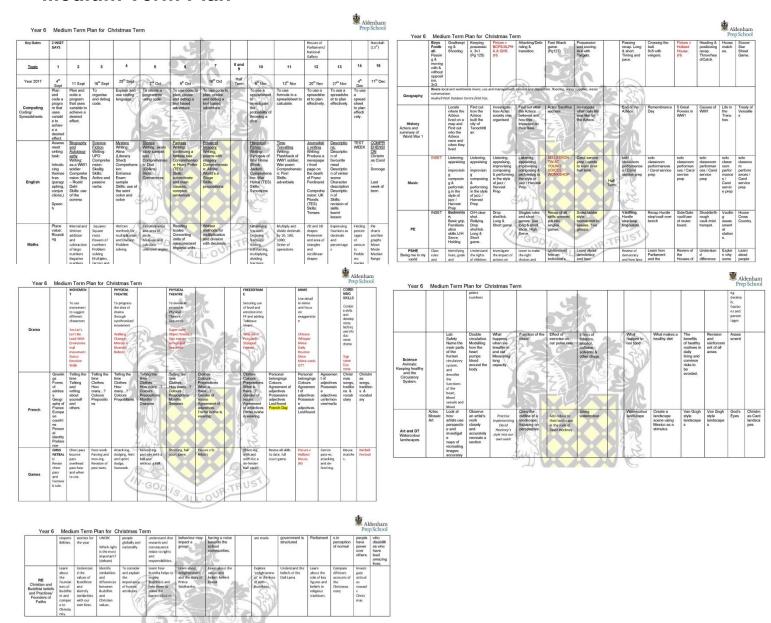
Year 6 Curriculum Map 2017-18

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous
Literacy	Biography and Autol Different genre Science fiction Mystery Rational Stories Fantasy Power of Imagery - I Common Entrance F Historical Fiction Journalistic Writing Time Travelling Descriptions Common Entrance F	obiography Common Entance Focus – descriptions and story practice Balanced arguments War Horse review Poetry – Spring Balloon debates Paractice Persussive writing Adverts Letters Balloon debates		Recounts Diary writing Explanations Character descriptions Advertising performance Revisions of the different text types		Speaking & Listening The tools of the stude - reading handveiting, spelling grammar & punctuation Guided reading Comprehensions	
Maths	Place value and rounding Negative numbers founding Negative numbers Multiplying diving by decimals including 10, 100, 1000 BODMAS Squares roots Squares roots Square roots Square roots and prime numbers Quadrilaterals Classifying shapes according to their properties Circumference and area of circle Measure aunknown angles.	Simpliying factions. Cordening factions. Adding, subtracting, multiplying, during fractions. Multiplying, during fractions. Multiplying, during fractions. Multiplying, during fractions. Adding, subtracting, Cordening fractions. Adding, subtracting, during fractions of amounts. Finding fractions of amounts. Finding decimals, fractions and percentages of amounts. Problems involving decimals, fractions and percentages.	Number and place value was a consistent of the c	Algebra Addition and subtraction Time calculators	Fractions, decimals and percentages. Counting, partitioning and calculating Securing number facts Understanding shape including circle circumference and area.	Measures and capacity capacity Handling data	Using & manipulating numbers to help solve problems Exploring & developing mental strategies.
Science	Circulatory System	Healthy Lifestyles	Light	Electricity	Evolution and Inheritance	Classifying Animals	Using and applying science: investigation & experiments.
Geography	Rivers		The Seasons and local weather	Pollution/Africa and Kenya	South America/the rainforest and The Amazon	South America/the rainforest/ Chile	Learning geographical skills
History	Aztecs Summary of World War One		Britain Sind World W The Hold		Var 11		Interpreting historical evidence. Appreciating chronology & history.
Art	Landscapes and Perspectives WATER COLOURS		Propaganda Posters Natural sculpture		Pop Art Roy Lichenstein		Pupils should be taught to develor their techniques, including their

			(x 3 sessions with PS) Heart Nove Collaboration Collaboration SCULPTURE Make Do and Mend – sewing and controllable vehicles cooking			control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpiture with a range of materials (for example, pencil, charcoal, paint, clay) about great artists, architects and	
D&T	None this ter	m due to exams			ble vehicles	designers in history. Planning, Making, Evaluating and Improving.	
Computing	Coding	Spreadsheets	Blogging E-Safety	Text Adventures	Networks	Quizzing	
Music	Keyboard and notations	Carol Service	Exploring sound sources.	Lyrics & melody.	Performing together.	Music processes.	Singing and performing.
PE & Games	Football / Netball Badminton	Football /Netball Gymnastics	Rugby / Hockey Basketball	Rugby / Hockey Dance	Cricket, softball, rounders & athletics	Cricket, softball, rounders & tennis.	It's cool to exercise. It's great to be part of a team.
RE	Buddhism	Worship and Community	Expression and visual arts	Life of Jesus	Christians belief about God	Responsibility for the environment Suffering	Faith
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing mr	
French	Introducing reading and writing along with role-plays. Topics include: Myself, Face & Body, Transport, People, House, Animals, Food, Drink, Shops, At the Table, Clothes & Directions					Writing Reading	
Creative Curriculum							

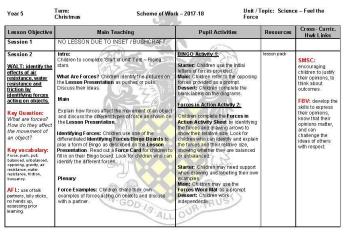


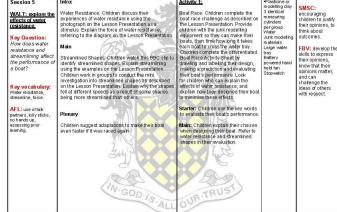
Appendix 4 Medium Term Plan

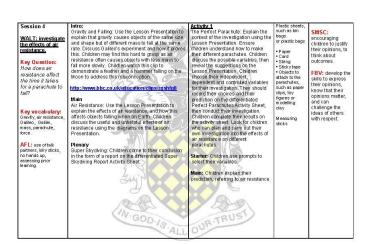


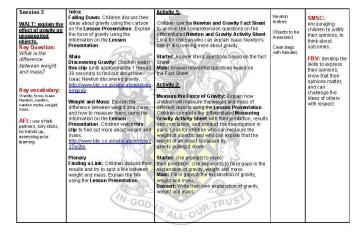


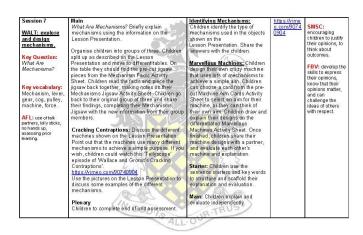
Appendix 5 Short Term Plan

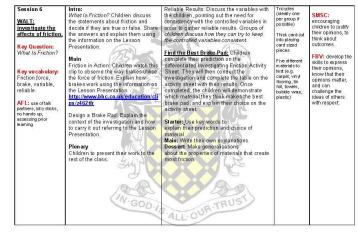














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Document History

Date:	Pages:	Amendments:	Reason:	Name:
Oct 17		Update Planning examples		SG
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