




Aldenham Prep School

Curriculum Policy

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S Galpin	September 2019	September 2020

Heads Authorisation:	Date:
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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



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
Reception	Individual reading materials twice a week; Reading every day	Reading task
Year 1	Reading every day; Spellings set for weekly test; Times tables after Christmas; A 20 minute Literacy task and a 20 minute Maths task once a week.	Reading task
Year 2	Reading every day; Spellings set for weekly test; A 20 minute Literacy task and a 20 minute Maths task once a week.	Reading task
Year 3	Reading every day; Spellings set for weekly test; Times tables every week; Year 3 a 20 minute Literacy task and a 20 minute Maths task once a week; Occasional topic work	Reading task
Year 4	Reading every day; Spellings set for weekly test; Times tables every week; A 30 minute Literacy task and a 30 minute Maths task once a week; Occasional topic work.	
Year 5	Reading, spellings and times tables practice; a 30-40 minute Literacy task and a 30-40 minute Maths task once a week; weekly topic homework	Reading task
Year 6	Before Christmas: reading, spellings and times tables practice; two 30-40 minute Literacy tasks and two 30-40 minute Maths tasks a week. After Christmas: reading, spellings and times tables; weekly topic homework	11+ practice papers 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.

The role of the Subject Co-ordinators

We aim for the subject coordinators 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:-

- Given a termly/annual budget for the subject
- Given staff meeting time
- Given coordinator time to update their file
- Given time to monitor their subject
- 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
V J Gocher/ S Galpin
September 2019

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



Aldenham
Prep School

Our Golden Values

The C's

r
We are gentle, kind, caring and respectful to people and property.

ourte 'l
We are polite, thoughtful and have good manners.

Co eration
We are friendly and helpful.

Cons_er tion
We listen to each other and are honest.

ommitment t arning
We work hard to be the best we can.

Myself, Face & Body, Transport, People, House,

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Will
Reading

Creative
Curriculum

Appendix 5 Short Term Plan

Year 5	Term: Christmas	Scheme of Work - 2017-18	Unit / Topic: Science- Feel the Force
Lesson Objectives	Main Teaching	Pupil Activities	Resources
<p>Session 1</p> <p>NO LESSON DUE TO INSET (BUSHR.AFT)</p>			
<p>Session 2</p> <p>WALT - I can identify the forces that affect the movement of an object.</p> <p>Key Question: What are forces? How do they affect the movement of an object?</p> <p>Key vocabulary: force, push, pull, friction, air resistance, gravity, magnetism, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Intro: Children to recall the lesson presentation on pushes or pulls.</p> <p>What Are Forces? Children identify the pictures on the lesson presentation on pushes or pulls.</p> <p>Key Question: What are forces? How do they affect the movement of an object?</p> <p>Key vocabulary: force, push, pull, friction, air resistance, gravity, magnetism, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>BINGO ActNv 1</p> <p>starter: Children use the initial letters of forces to label Main: Children refer to the opposites; tones p101 ideasaprofit) Dessert: Children to identify the blank labels on the diagrams</p> <p>FpnJSjnt.EtjooActch2-</p> <p>Children to identify the Forces in Action ActNv Sheet 1/10 to force a drawing arrow to show the 'ret' use a Lock for chiOren' to form a Kien Lyande plain title forces and the initial QuesZe, showing the the-eyes-a balanced or unbalanced.</p> <p>starter: Children may need support to identify the forces in the Oll examples.</p> <p>Main: Children may use the Forces Word Mat as a profit) Dessert: Children to identify the forces.</p>	<p>Resources:</p> <p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 5	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do water resistance and streamlining affect the performance of a boat?</p> <p>Key vocabulary: water resistance, streamlining, boat, hull, propeller, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Water Resistance: Children discuss their experience of water resistance using the photographs on the lesson presentation.</p> <p>Streamlined Shapes: Children watch this BBC clip to identify the streamlined shapes. Explain streamlining.</p>	<p>Boat Race: Children to identify the boat, describe the boat, and explain the forces that affect its movement.</p> <p>Water Resistance: Children to identify the forces that affect the movement of a boat.</p> <p>Streamlined Shapes: Children to identify the streamlined shapes and explain streamlining.</p>	<p>Procedures:</p> <p>Children to identify the boat, describe the boat, and explain the forces that affect its movement.</p> <p>Children to identify the forces that affect the movement of a boat.</p> <p>Children to identify the streamlined shapes and explain streamlining.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 3	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do air resistance and streamlining affect the performance of a car?</p> <p>Key vocabulary: air resistance, streamlining, car, aerodynamic, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Air Resistance: Children discuss their experience of air resistance using the photographs on the lesson presentation.</p> <p>Streamlined Shapes: Children watch this BBC clip to identify the streamlined shapes. Explain streamlining.</p>	<p>Car Race: Children to identify the car, describe the car, and explain the forces that affect its movement.</p> <p>Air Resistance: Children to identify the forces that affect the movement of a car.</p> <p>Streamlined Shapes: Children to identify the streamlined shapes and explain streamlining.</p>	<p>Procedures:</p> <p>Children to identify the car, describe the car, and explain the forces that affect its movement.</p> <p>Children to identify the forces that affect the movement of a car.</p> <p>Children to identify the streamlined shapes and explain streamlining.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 4	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do gravity and air resistance affect the movement of an object?</p> <p>Key vocabulary: gravity, air resistance, object, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Gravity: Children discuss their experience of gravity using the photographs on the lesson presentation.</p> <p>Air Resistance: Children discuss their experience of air resistance using the photographs on the lesson presentation.</p>	<p>Object Drop: Children to identify the forces that affect the movement of an object.</p> <p>Gravity: Children to identify the forces that affect the movement of an object.</p> <p>Air Resistance: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 6	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do forces affect the movement of an object?</p> <p>Key vocabulary: force, motion, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Forces and Motion: Children discuss their experience of forces and motion using the photographs on the lesson presentation.</p>	<p>Force and Motion: Children to identify the forces that affect the movement of an object.</p> <p>Force and Motion: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 7	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do forces affect the movement of an object?</p> <p>Key vocabulary: force, motion, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Forces and Motion: Children discuss their experience of forces and motion using the photographs on the lesson presentation.</p>	<p>Force and Motion: Children to identify the forces that affect the movement of an object.</p> <p>Force and Motion: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 8	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do forces affect the movement of an object?</p> <p>Key vocabulary: force, motion, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Forces and Motion: Children discuss their experience of forces and motion using the photographs on the lesson presentation.</p>	<p>Force and Motion: Children to identify the forces that affect the movement of an object.</p> <p>Force and Motion: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 9	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do forces affect the movement of an object?</p> <p>Key vocabulary: force, motion, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Forces and Motion: Children discuss their experience of forces and motion using the photographs on the lesson presentation.</p>	<p>Force and Motion: Children to identify the forces that affect the movement of an object.</p> <p>Force and Motion: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 10	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do forces affect the movement of an object?</p> <p>Key vocabulary: force, motion, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Forces and Motion: Children discuss their experience of forces and motion using the photographs on the lesson presentation.</p>	<p>Force and Motion: Children to identify the forces that affect the movement of an object.</p> <p>Force and Motion: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

Session 11	Intro:	Resources	Procedures	SMSC:
<p>WALT I can explain the forces that affect the movement of an object.</p> <p>Key Question: How do forces affect the movement of an object?</p> <p>Key vocabulary: force, motion, etc.</p> <p>AFL: use colk partners, lobby sticks, F101, a-2, hand prior teaming</p>	<p>Forces and Motion: Children discuss their experience of forces and motion using the photographs on the lesson presentation.</p>	<p>Force and Motion: Children to identify the forces that affect the movement of an object.</p> <p>Force and Motion: Children to identify the forces that affect the movement of an object.</p>	<p>Procedures:</p> <p>Children to identify the forces that affect the movement of an object.</p> <p>Children to identify the forces that affect the movement of an object.</p>	<p>SMSC: encourage children to justify their opinions, to think about outcomes</p> <p>FBV: develop the skills to press their opinions, and challenge the ideas of others with respect</p>

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Document History

Date:	Pages:	Amendments:	Reason:	Name:
Oct 17		Update Planning examples		SG
September 2019	Appendices	Update Planning examples		SG
September 2019	4	Update homework timetable	Updated	SG
September 2019	5	'Given' from 'give'	Grammar	SG
September 2019	5	Replace 'observe' with 'monitor' for subject coordinators	To encompass role of the coordinator	SG