




## Curriculum Policy

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Heads Authorisation:	Date:
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### INFORMATION

This is a copy a controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

## **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 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', This is 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 EYFS, activities are planned to support the areas of learning. 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.

In EYFS, there is a combination of adult led and child initiated learning across the week that support the areas of learning.

## **Children who require Learning Support**

We provide a broad and balanced curriculum which 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. 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. Such children may need additional or different help from that given to other children of the same age. Class Teachers/Nursery Teacher make an initial assessment and, in most instances, can provide resources and educational opportunities which meet the child's requirements, within the normal class organisation. These provisions support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

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 and disabilities (SEND) 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.



If a child's need is more severe, we will involve the Head of Learning Support and, after consultation with parents, one-to-one specialist Maths and English support can be made available for which there will be an additional charge. Short-term targets are set and shared with the child and their parents; these are reviewed at regular intervals to monitor progress.

The School provides a Pupil Passport, which is written in collaboration with parents, for 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.

Support from one or more outside professionals may be sought with parents' consent e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.

### 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
Nursery		
Reception	Individual reading materials are changed twice a week; reading every day.	Reading task
Year 1	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 2	Reading every day; Spellings set for weekly test; time tables; 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; a 20 minute Literacy task and a 20 minute Maths task once a week;	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.	Reading task
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	Reading, spellings and times tables practice; two 30-40 minute Literacy tasks and two 30-40 minute Maths tasks a week. Occasional topic homework.	11+ practice papers Until Christmas; Reading task after Christmas.

## **Stretch and Challenge**

We are an inclusive school and provide stretch and challenge in all subjects, and indeed all areas of school life. These opportunities exist for all children. Work is differentiated and AFL techniques used to enable children to achieve highly and to realise success. We are in the process of better identifying our more able learners across the curriculum and then ensuring the teaching and learning meets their needs.

## **The role of the Subject Co-ordinators**

We aim for the subject co-ordinators 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 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.

## **Appendix 1 Mission Statement**

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 emphasize 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 5 Cs**

### **Care**

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

### **Courtesy**

**We are polite, thoughtful and have good manners.**

### **Co-operation**

**We are friendly and helpful.**

### **Consideration**

**We listen to each other and are honest.**

### **Commitment to Learning**

**We work hard to be the best we can.**

Appendix 3  
Long Term Plan – Year 6

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous
<b>Literacy</b>	Biography and Autobiography Different genre Science fiction Mystery Rational Stories Fantasy Power of Imagery - Poetry Common Entrance Practice Historical Fiction Journalistic Writing Time Travelling Descriptions Common Entrance Practice		Common Entrance Focus – descriptions and story practice Balanced arguments War Horse review Poetry – Spring Balloon debates Play scripts Persuasive 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 trade' – reading, handwriting, spelling, grammar & punctuation. Guided reading Comprehensions
<b>Maths</b>	Place value and rounding Negative numbers Multiplying dividing by decimals including 10, 100, 1000 BODMAS Squares Square roots Powers of numbers Problem solving Multiples, factors and prime numbers Quadrilaterals Classifying shapes according to their properties Circumference and area of circle Measure and calculate unknown angles Averages	Simplifying fractions Ordering fractions Adding, subtracting, multiplying, dividing fractions Multi step problems Perimeter and area of triangles and rectilinear shapes Ordering fractions Adding, subtracting, multiplying and dividing fractions Finding fractions of amounts Finding percentages of amounts Problems involving decimals, fractions and percentages Pie charts and line graphs	Number and place value Measurement and statistics Multiplication and division Position and direction Fractions decimals and percentages	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 Handling data	Using & manipulating numbers to help solve problems. Exploring & developing mental strategies.
<b>Science</b>	Circulatory System	Healthy Lifestyles	Light	Electricity	Evolution and Inheritance	Classifying Animals	Using and applying science: investigation & experiments.
<b>Geography</b>	Water and the water cycle	Rivers	Climate	Africa	South America	South America	Learning geographical skills
<b>History</b>	Benin Summary of World War 1		Britain Since 1930s World War II The Holocaust				Interpreting historical evidence. Appreciating chronology & history.



Appendix 4  
Medium Term Plan – Year 4

Key Dates	2 INSET DAYS													
Subject / Week	<b>1</b> 31 <sup>st</sup> Aug	<b>2</b> 7 <sup>th</sup> Sept	<b>3</b> 14 <sup>th</sup> Sept	<b>4</b> 21 <sup>st</sup> Sept	<b>5</b> 28 <sup>th</sup> Sept	<b>6</b> 5 <sup>th</sup> Oct	<b>7</b> 12 <sup>th</sup> Oct	<b>8 &amp; 9</b> Half Term	<b>10</b> 2 <sup>nd</sup> Nov	<b>11</b> 9 <sup>th</sup> Nov	<b>12</b> 16 <sup>th</sup> Nov	<b>13</b> 23 <sup>rd</sup> Nov	<b>14</b> 30 <sup>th</sup> Nov	<b>15</b> 7 <sup>th</sup> Dec
<b>English</b>	Presentation / assessment Riddles	Poetry Free verse	Bills new frock	Bills new frock	Report writing	Report writing	Report writing		Myths	Myths	Myths	Voices in the Park	Voices in the Park	Voices in the Park
<b>Maths</b>	C1 – Counting in Hundreds and Twenty Fives	C- 1 Counting in Thousands, Hundreds, Tens and Ones Using Place Value	C1 – Comparing and Ordering Numbers Making number patterns	C1- Rounding Numbers to estimate	C2 – Finding sums adding without renaming adding with renaming	C2-Adding using Mental strategies Finding difference	C2 – subtracting without renaming subtracting with renaming Solving word problems		C3 – Multiplying by 6,7,9,11,12	C3 – Dividing by 6,7,9, 11,12	C3 – Solving word problems	C4 – Multiplying by 0 and 1 Dividing by 1 Multiplying same two numbers	C4- Multiples of 10, 2 and 3 Digit numbers, multiples of 100	C4 – Diving 2, and 3 Digit numbers Solving word problems
<b>Science</b>	All living things Diagnostic test Sorting living things into groups	Identifying Flowering and non-flowering plants	Comparing different animals	Decision trees Classifying living things	How changes to habitats affect living things	No lesson due to Harvest festival	End of topic test Scientific vocabulary		To reflect on the impact of human activity on the environment	Animals including humans Diagnostic Revision of nutrition of all animals including humans	Keeping teeth healthy, which foods are good for our teeth?	Comparing milk teeth and adult teeth. Understand g the role	Understand g the digestive system	End of topic test
<b>Computing</b>	Coding Design and write a program that accomplishes a specific goal	Variables and if/else statements	Using repetition and user input	Debugging	Working with Variables	Using 2 code to make a control simulation	Online Safety Sharing knowledge of online safety		To create and share an online safety presentation and info materials	Spreadsheet Using the formula wizard in the advanced mode	Timer and spin button	Line Graphs	Using spreadsheet for budgeting	Exploring Place Value with spreadsheet
<b>Art / DT</b>	INSET	Sketching skills, still life from items brought in eg plant pots	Designing a mosaic Squared paper	Designing a mosaic cutting and stickling squares of paper	Planning a mosaic using stone tiles – can we create our own picture/patt ern	Trip to Verulamium Sketching artefacts in and around the museum	Making Mosaic tiles using grout and stone tiles		How best to recycle	Food hygiene peel, chop and slice fruits and vegetables safely and correctly.	identify different ingredients and decide whether we like them or not	make a plan for a recipe, thinking about flavours and textures.	*make scones.  *write out a recipe correctly and accurately.	*make scones.  *write out a recipe correctly and accurately.
<b>Drama</b>	INSET	<b>MOVEMENT</b>  Utilising specific movement skills freely in group with expression  Follow Leader		<b>PHYSICAL THEATRE</b>  To explore expression through synchronis ed movement		<b>PHYSICAL THEATRE</b>  To revisit the concept of Physical Theatre and devise a physical sequence		<b>FREEZEFR AME</b>  To add levels and emotions to Freeze- Frame		<b>MIME</b>  To establish use of mime with precision  The Plague Conflict balls				

Appendix 5  
Short Term Plan – Year 3

YEAR 3 WEEKLY PLAN

2020 - 2021

Christmas Term Week 4

Time Lesson	8.45	8.50 1	9.25 2	10.05	10.25	10.35 3	11.15 4	11.50 12.30	1.15 5	1.55 6	2.35	2.45 7	ArtsMark / LOTC / Indep. Learning & Thinking
Monday 21 <sup>st</sup> Sep		<b>English -</b> Newspaper reports WALT <u>identify the key events and main ideas</u> Look at a variety of newspaper reports and discuss their features. Look at Why, What, Who, How, When questions and answer them based on differentiated reports.		whole School Assembly		<b>Maths -</b> TW Music Video Chapter 2 Lesson 1 WALT <u>understand the inverse</u>			Computing - Coding Lesson 2 PE (JF & AE)				Maths - Independent thinking encouraged during 'In Focus' task, children to explore and ask questions around the given theme ArtsMark - writing poems.
Tuesday 22 <sup>nd</sup>	Registration	French	<b>English - Spellings</b>	Music Assembly 1-6	Break	<b>Maths -</b> Chapter 2 Lesson 2+3		Lunch Break	<b>History -</b> T:\Prep School\Resource Library\Key Stage 2\Year 3\Miss Bonn\Year 3\History\Autumn - Stone Age\Stone Age Plan 3		Break	<b>English -</b> WALT <u>read information and summarise main ideas</u>	Maths - Independent thinking encouraged during 'In Focus' task, children to explore and ask questions around the given theme ArtsMark - presenting poetry Class display work.
Wednesday 23 <sup>rd</sup>		<b>English -</b> WALT <u>write headlines and captions</u>		Assembly		<b>Maths -</b> Chapter 2 Lesson 4			RE (LS)	<b>Geography -</b> Extreme Earth - Lesson 3 Tornadoes			

Clipboard	Font	Paragraph	Styles	Editing	Voice	Sensitivity	Editor
Thursday 24 <sup>th</sup>	Chapter 2 Lesson 5	Assembly	T:\Prep School\Resource Library\Key Stage 2\Year 3\Miss Bonn\Year 3\Science\Autumn - Animals including Humans (teeth and skeletons) Lesson 3	Music (TW)	Games (JF & AE)		

YEAR 3 WEEKLY PLAN

2020 - 2021

Christmas Term Week 4

Friday 25 <sup>th</sup>	Swim (JF & AE)	Art - T:\Prep School\Resource Library\Key Stage 2\Year 3\Miss Bonn\Year 3\Art\Art - Relationships in Art Lesson 3	Reading instead of recorders	English - WALT identify the features of a newspaper report	Break	PSHE- Jigsaw - T:\Prep School\Active Documents\JIGSAW PSHE\Jigsaw Teaching Materials\Year 3 Chapter 1 - Being Me in My World Lesson 4	
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## Curriculum Policy

### Document History

Date:	Pages:	Amendments:	Reason:	Name:
Oct 17		Update Planning		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
September 2020	1	Take out New	National Curriculum is no longer the New National Curriculum	SG
September 2020	2	Addition of how the areas of learning are supported in EYFS	For clarification	SG
September 2020	3	Rewording of the Learning Support paragraphs	For clarification	SG
September 2020	5	Change of title from MAGT to Stretch and Challenge	To reflect current practice	SG
September 2020	Appendices	Update Planning examples	Updated	SG