



Woodbridge School Prep Curriculum Policy (including EYFS)

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Other related policies and documents:	EYFS Policy Special Educational Needs and Disabilities Policy Equal Opportunities Policy PSHCEE/Relationships Education policy More Able and Talented Policy EAL Policy WSP Curriculum Procedure

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1. Introduction:

Our School's curriculum is all the planned curricular and extra-curricular activities that we organise in order to promote learning, personal growth and development. It includes the Early Years Foundation Stage, recognises all elements of the National Curriculum and reflects the 'hidden curriculum' which helps pupils learn from the way they are treated and how they expect others to behave towards them.

We seek to achieve the highest standards of attainment for all our pupils. Key to enabling every pupil to become the best version of themselves they can be, our CLICK attributes (Communication, Leadership, Initiative, Collaboration and Kindness) permeate the Woodbridge School Prep curriculum. This includes both academic achievement and development of learning skills required in the wider world. We want pupils to grow into positive, responsible people, who can work and cooperate with others whilst at the same time developing their knowledge and skills. We aim to prepare pupils, utilising British Values, together with our School Values, for the opportunities, responsibilities and experiences of life in the global community.

In line with current guidance, the written policy, plans, and schemes of work:

- consider the ages, aptitudes and needs of all pupils including those with an EHC plan and learning difficulties, those with learning difficulties and/or disabilities, and those for whom English is an additional language, allowing them to acquire skills in speaking and listening, literacy and numeracy.
- support the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- allow all pupils to have the opportunity to learn and make progress

The School reinforces its aims and ethos through the Personal, Social, Health, Citizenship and Economic Education/Relationships Education (referred to as PSHE) programme which encourages respect for all other people paying particular regard to the protected characteristics set out in the 2010 Act (defined as: Age; Gender; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race and ethnic origin, including colour; Religion or belief; Sexual orientation).

a. Inclusion:

The curriculum is designed to be accessed by all pupils who attend the school. If a pupil has an area requiring additional support we comply with the requirements set out in the SEN Code of Practice. The school provides an Individual Education Plan for each pupil who is on the Learning Support database. This outlines how the school will aim to address specific needs and is shared with parents and regularly updated.

Please also see the Special Educational Needs and Disabilities Policy.

b. Academic Aims and objectives:

To provide a broad, stimulating and balanced education regardless of age, ability, gender, race, religious beliefs and sexual orientation. *Please also see SEND Policy, Equal Opportunities Policy, PSHCEE/Relationships Education policy.*

Our curriculum provides full-time supervised education for pupils of compulsory school age and covers the following areas:

- Linguistic - Language and Communication (speaking, listening & literacy)
- Mathematical studies (numeracy)
- Scientific studies
- Technological
- Human and Social
- Creative and Aesthetic
- Physical Education
- Religious, Spiritual, Moral, Social and Cultural
- Environmental

c. Extra-curricular activities:

- Extra-curricular activities; before, during and after school, support and encourage pupils to develop areas of interest and excellent communication skills. We offer a wide range of clubs and activities .

2. Academic organisation:

a. Religious, spiritual, moral, social and cultural education is taught throughout Woodbridge School Prep through the RS curriculum, assemblies, St. Mary's Church assemblies, School Chaplain assemblies, the school rules, PSHE / Relationships Education and daily interaction.

b. Early Years Foundation Stage

(Please see EYFS Policy for further detail)

The EYFS curriculum is planned to provide a structured and stimulating environment to cover all areas of a pupil's learning and is designed to be flexible and to include the interests of the pupils. A topic-based approach with a different topic each half term aims to incorporate as much of the curriculum as possible.

There are seven areas of learning and development that shape the educational programmes at this stage.

Three areas are particularly crucial for igniting curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These **Prime Areas** are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas are supported by a further four **Specific Areas**, which are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Detail of how these areas are taught in the class is included in the Information for Parents' pack and Parents' Handbook provided to parents at the start of Reception. To support the seven areas of learning and development there is access to devices, the interactive whiteboard and programmable toys. The pupils in the EYFS benefit from specialist teachers in the following subjects:

- Music
- PE
- Drama
- Spanish
- Forest School

EYFS pupils can also take part in extra-curricular clubs.

c. (Years 1-2)

Pupils in Years 1 and 2 continue to learn through a topic-based curriculum. Much of their learning is structured within a different topic each half term. Within this, the pupils study English, Mathematics, Science, Art, Engineering, Computing, History and Geography. RS and Mathematics are usually taught as discrete subjects. The pupils benefit from specialist teaching in PE & Games, Music, Drama, Engineering, Forest School and Spanish. PSHE and Relationships Education is delivered through one lesson per week and often takes the form of circle time. Details of each subject are included in our Year Group Curriculum Guides. In Year 2 pupils learn to play the violin. To enrich learning, additional 'special events' are planned into the curriculum. All pupils take part in assemblies including those covering British Values, Personal Development, Bible stories as well as Hymn Practice. All lessons and subjects are taught in form classes or support groups, as appropriate.

d. (Years 3 and 4)

Pupils study English, Mathematics, Science, Food Technology, Computing, History, Music, Drama, Geography, RS, PSHE / Relationships Education, Art, Engineering, Spanish, PE and Games (Year 3 also swim).

e. (Years 5 and 6)

Pupils study English, Mathematics, Science, Engineering, Computing, History, Music, Drama, Geography, RS, PSHE / Relationships Education, Art, Spanish, PE and Games.

Further Curriculum Information

Depending upon the ability range within specific cohorts, some grouping of Maths and English may be employed as a strategy to support pupils in the Prep years. It is recognised that all pupils progress when high expectations are set for them and a positive growth mindset is encouraged.

All classes attend Hymn Practice and Assemblies.

The Prep reinforces its aims and ethos through the PSHE/Relationships Education programme which is taught once a week to all classes as a curriculum subject. Mindfulness practices are incorporated into the school day when needed and pupils in Reception and Year 3 study a planned programme.

The study of Life Skills is embedded into the curriculum from Reception to Year 6 and there are age appropriate challenges for each year group to accomplish.

The Prep seeks to provide its pupils with an excellent preparation for the opportunities, responsibilities and experiences of life and to prepare them for further development as they transfer to senior school.

The Prep is committed to incorporating regular opportunities for 'learning outside the classroom' when planning and delivering the curriculum for all age groups and across a wide range of subjects.

Each subject has a Lead teacher responsible for coordinating it, overseen by the Academic Deputy Head (Prep). Heads of Department at the Senior School have an annual liaison meeting with the teacher responsible for that subject at The Prep to ensure continuity of content and skills and forge positive learning links.

3. Co-curricular

In addition to the set curriculum all pupils are encouraged to take part in an extremely varied programme of extra-curricular activities before, during lunchtimes and after school. These include activities that encompass Drama, Music, Sport, Dance, Art, other curriculum subjects and wellbeing activities.

4. Further Information

This policy should be read in conjunction with the policies noted above and the Prep School Curriculum Procedures.

5. Compliance and Monitoring arrangements:

This policy will be subject to a thorough review process including consideration at the Education Committee on an annual basis. This will ensure that practice across the Prep School is in line with this policy, the Complaints procedure and with current guidance and legislation.