

# Lancing College Preparatory School at Worthing

## Curriculum Policy

### Introduction

**This policy applies to the whole school, including the EYFS.**

**Reviewed in January 2017 by Stephanie Salter**

**Next review due: January 2018**

This policy should be read in conjunction with:

The Curriculum Directories

The SEND policy

The EAL Policy

The G and T Policy

### Responsibilities

The Head has overall responsibility for the curriculum offered to the children in the school.

This responsibility is delegated to the Deputy Head and it is the responsibility of all teachers to implement the Curriculum Policy consistently throughout the school.

Lancing Prep at Worthing provides full-time, supervised education for all pupils of compulsory school age.

Our school's curriculum includes all the planned activities that we organise in order to promote learning and personal growth and development, and also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

Subject matter is appropriate for the ages and aptitudes of pupils, including any with additional learning needs and Education Health Care Plans, and we seek the highest standards of attainment for all our children.

We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners who ask appropriate questions in order to deepen understanding. Above all we believe in making learning enjoyable and rewarding.

## **Aims**

The aims of our main school curriculum are:

- to enable all children to learn, make progress and develop their skills 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 appropriate skills of speaking, listening, literacy, numeracy and computing
- to enable children to be creative and to develop their own intellectually curious thinking skills
- to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to help children to have respect and pride in the fundamental British values of democracy, the rule of law and individual liberty
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society, to show mutual respect and tolerance of those with different faiths and beliefs
- to enable children to be positive citizens
- to teach National Curriculum Subjects
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to help children understand how to have a healthy lifestyle
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others

## **Values**

Our school curriculum is underpinned by the values that we hold dear at our school. 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, thereby preparing them for the opportunities, responsibilities and experiences of adult life in the 21<sup>st</sup> Century. We aim for our children to become flexible and resilient learners who enjoy challenge and recognise that sometimes they learn most when making mistakes.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We want to enable each person to be successful, and we provide equal opportunities for all our pupils, paying particular regard to the protected characteristics of gender, race, religion or belief, sex and sexual orientation as set out in the Equality Act of 2010.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## **Organisation and Planning**

The school is divided into three departments; Nursery, Pre-prep (Reception, Years 1 and 2) and Prep (Years 3 to 8).

In Nursery and Reception our aim is for children to learn through play and discovery and the curriculum is designed to meet the criteria outlined in the EYFS framework. Learning is planned by our Nursery teacher and Reception teacher and stems from the children's own interests and lines of enquiry. Specific learning objectives are designed around 3 prime areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and 4 specific areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design). All areas are delivered through a balance of adult led and child initiated activities.

The teaching of reading is a priority in our school and our standards are very high. Children are introduced to phonics in Nursery and this programme continues into Reception where the children quickly learn to blend sounds to read words. Great emphasis is placed upon the enjoyment and understanding of the written word.

In Years 1 to 6 the school's curriculum broadly follows the requirements set out in the new National Curriculum. Within this we have the flexibility to provide an enriched educational experience which is wider and deeper than that prescribed. All year groups have discrete lessons in literacy and numeracy but science and humanities subjects are sometimes integrated into topics in younger years.

In January of Year 6, all current pupils and prospective pupils from other schools are invited to sit for 11+ academic scholarships. These take the form of cognitive analytical tests in verbal reasoning, quantitative (mathematical) reasoning and non-verbal reasoning as well as a piece of independent writing.

In Years 7 and 8 the curriculum has been designed to support preparation for the ISEB Common Entrance and Common Academic Scholarship examinations, which prepares them for entry to most public schools and lays excellent foundations for success at GCSE.

### **Curriculum Areas**

Our curriculum provides pupils with a wide range of educational experiences in the following areas:

**Literacy** skills are predominantly delivered through the English curriculum but are also developed throughout all curricular and extra-curricular subjects. Drama is taught as part of the English Curriculum and is an important vehicle to aid the development of speaking and listening skills. Children are also encouraged to speak in public in a range of contexts throughout their time at our school.

**Numeracy** skills are mainly delivered through the mathematics curriculum and this enables pupils to use and apply mathematics, understand shape, measures and data handling, develop a capacity for logical thinking and express themselves independently using number.

**Languages** are taught through French (from Year 2) and Latin (from Year 4). There is a language readiness programme for children in Reception and Year 1 which seeks to develop interest, enthusiasm and listening skills. Children are introduced to French, German and Spanish. We seek to provide opportunities for children to learn other languages in after school clubs.

**Science** is delivered through the science curriculum. This enables pupils to increase their knowledge and understanding of Biology, Chemistry and Physics and develop enquiry skills, form hypotheses, conduct experiments and record their findings. The younger children use their classroom for their science lessons while the older children use the science laboratory.

**Technological skills** are developed in computing, where pupils use a broad range of packages to programme, communicate ideas, organise data and research through the internet. Pupils are encouraged to use skills learnt in computing in humanities projects completed in Years 5 to 8. In DT pupils are able to produce high quality products, evaluating their processes and methods.

**Human and Social Education** is taught throughout the curriculum and in particular through **PSHE** (Personal, Social, Health and Economic Education). This takes place in discrete lessons as well as through academic subjects, a programme of assemblies and speakers. PSHE education is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole

school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The **Physical Education** curriculum and the Games programme enables all pupils to participate in a wide range of sporting and physical pursuits. In science pupils are taught about the need for a balanced diet and healthy eating. This is further reinforced by the staff team who monitor lunch times and occasionally through assemblies.

**Aesthetic and creative education** is delivered through Art and Design where a broad range of media and approaches are explored. The creative education of our pupils is also delivered through the music curriculum and our drama provision. We have a Junior Choir and a Senior Choir, so that all children from Years 3-8 sing, and a large school orchestra. In addition, all our children in Years 3 to 6 learn to play the recorder which provides an excellent foundation for learning another musical instrument. Visiting peripatetic music teachers provide instrumental lessons in brass, woodwind, violin, piano and guitar and there are various formal and informal concerts throughout the year. A visiting peripatetic drama teacher is a member of our community and she prepares children for LAMDA examinations and festivals as well as supporting the staff with our school drama and musical productions.

Planning across the school is completed to an agreed format and contains details of the work to be covered. Detailed short term planning is carried out by the class teacher / subject teacher; this includes differentiation to meet the needs of those needing extension or support.

### **The Curriculum and Inclusion**

All pupils at Lancing Prep at Worthing learn and make progress. The curriculum in our school is designed and differentiated so as to provide access and opportunity for all pupils who attend the school, whatever their needs. A variety of teaching and learning methods is used to suit the different needs and learning styles of individuals.

### **Roles and Responsibilities**

The curriculum is monitored by the Deputy Head, although responsibilities are delegated as follows:

#### Heads of Subject

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor all planning documents in that subject area
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

Regular curriculum meetings take place, which focus on specific curriculum issues.

Further details about our curriculum can be found in the Curriculum Directory for the relevant year group.

**The Governors** monitor the success of the curriculum and the Education Committee meets each term.