

Curriculum Policy

Introduction

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

Reviewed in September 2020 by Francesca Milling

Next review due: September 2021

This policy should be read in conjunction with:

The Curriculum Directories

The SEND policy

The EAL Policy

The G and T Policy

The Assessment Policy

Lancing Prep at Worthing provides full-time, supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996). This provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Our curriculum includes planned activities to promote learning, personal growth and development, which are enriched by a wide variety of extra-curricular activities. It is underpinned by a '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, aptitudes and needs of all pupils, including any with an Education Health Care Plan. 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. We have designed a Learning Power Wall and, for younger children, Powerful Learning Characters in order to focus on the resourceful, resilient, relating and reflective learning dispositions we wish our pupils to develop.

Above all we believe in making learning enjoyable and rewarding.

AIMS

Our curriculum encompasses our school aims:

Love learning @ Be kind @ Go out into the world and do good

It 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 21st Century. We aim for our children to become powerful learners who enjoy challenge and recognise that sometimes they learn most when making mistakes.

Our curriculum is designed

- to promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- to teach National Curriculum Subjects
- to teach the skills of speaking, listening, literacy, and numeracy
- to enable all pupils to learn, make progress and develop their skills to the best of their ability, including those who are on the registers for Able, Gifted and Talented, SEND and EAL
- to encourage pupils to develop editing and proofreading skills to respond to teacher and peer feedback so as to improve the quality of their work
- to provide opportunities for pupils to be creative and to develop their own intellectually curious thinking skills
- to promote self-respect and high self-esteem
- to promote inclusion, cooperation and understanding among all members of our community
- to encourage respect for other people, paying particular regard to the protected characteristics of gender, race, religion or belief, sex and sexual orientation as set out in the 2010 Act (a)
- to encourage an awareness of one's own spiritual development
- to distinguish right from wrong
- to teach pupils about the developing world, including how their environment and society have changed over time
- to help pupils understand Britain's cultural heritage
- to promote respect and pride in the fundamental British values of democracy, the rule of law and individual liberty
- to promote mutual respect and tolerance of those with different faiths and beliefs
- to help pupils understand how to lead a healthy lifestyle
- to encourage caring for the environment, not only for ourselves, but also for future generations.
- to prepare pupils for the opportunities, responsibilities and experiences of life in British society

PSHEE (Personal, Social, Health and Economic Education)

All pupils in Prep have a single PSHEE lesson on their weekly timetable. Elements of the subject are also included through academic subjects, a programme of assemblies and speakers. PSHEE education is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. It reflects the school's aims, namely to love learning, be kind, and go out into the world and do good. This happens through topics such as our whole school Anti Bullying week in November each year; 'Thinking about ways to look after each other' in Year 3; 'Successful revision strategies' in Year 7; 'Understanding democracy' in Year 6. The PSHEE programme is enriched by completing a Cultural Passport; each year group has a different passport containing new experiences and challenges such as: listen and move to a piece of classical music in Reception; raise a small amount of money for charity in Year 3; or teach yourself how to order a meal in a new language in Year 7. As part of a whole school approach, PSHEE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We have a series of assemblies where speakers are invited to talk about the jobs they do and their journeys to this point. Speakers – both male and female - have included a vet, a paediatrician, the chairman of a local football club, a fire officer, someone who works in finance in the city, a local radio newsreader and someone who works for a local community project. Pupils are always given opportunities to ask their own questions. For our pupils in Year 7 and 8 this provides them with up-to-date careers advice, presented in an impartial manner. Opportunities to listen and ask questions enable them to start to make informed choices about a broad range of career options. Having ambition for a certain career encourages pupils to fulfil their potential.

Learn to Learn

All pupils in Prep have a single 'Learn to Learn' lesson on their weekly timetable. The world is changing and the future is uncertain; that is the only thing which is certain.

Therefore, equipping our pupils with the tools to succeed in their lives must be about more than enabling them to leave school with a collection of certificates or assortment of numbers indicating their success. In order to really thrive and to be able to flourish in the tomorrow, pupils must learn how to be methodical, self-aware, imaginative, resourceful and much more besides.

With dedicated curriculum time set aside, LPW promotes and values just this. In 'Learn to Learn' pupils and teachers are invited to be tenacious in exploring and respecting their individual strengths and highlighting areas for development. In sessions, mistakes are expected, respected, inspected and then corrected –with the journey and learning experiences being as, if not more, important than the end product. In a positive and supportive environment, pupils are provided with varied opportunities to exercise the traits needed to become successful, life-long learners. Pupils and their cumulative growth in resilience,

reflection, their ability to relate and their resourcefulness is at the heart of everything we do, so that they leave smiling, prepared and confident in facing the adventure beyond our gates.

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 (children below compulsory school age) 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. The programme of activities is appropriate to pupils' educational needs in relation to the EYFS seven areas of learning, namely the three prime areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and four 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. Our programme is designed to be broad and challenging to allow each child to develop their talents fully and is appropriate to their educational needs.

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 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. Science and Humanities subjects are sometimes integrated into topics in younger years but are discrete subjects in Prep. French is taught from Year 2 and Prep classes enjoy the addition of Learn to Learn, Drama and Classics from Year 5.

In October of Year 6 all current pupils are invited to sit ISEB (Independent Schools' Examination Board) Pre-tests as part of the Lancing Advance Programme. This is followed by an 'Experience' assessment day at the college in January. The Year 6 'Learn to Learn' programme helps pupils prepare for these. Success here leads to the offer of a place in Year 9 at the College.

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 in English, Maths,

Science and Humanities, which prepares them for entry to most public schools. Pupils in these two year groups continue to study French at LPW but visit Lancing College one afternoon each week for lessons with College staff in Spanish or German and in Classics. Our curriculum 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. We use a scheme which builds a concrete understanding of concepts which pupils can draw upon to solve problems. Discussion and verbal explanation of reasoning is encouraged from an early age. This approach 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 Classics (from Year 5). Pupils in Year 7 and 8 also learn Spanish or German and study Classics at Lancing College whilst continuing with French at our school. 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.

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 History and Geography. Pupils are taught how human action now and in the past has influenced events and conditions. A programme of visits and visitors help them to experience life in different periods of history. Field trips to the local area show them different

environments.

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 to 6 sing, with an optional Chamber Choir for pupils in Years 7 and 8. There is a large school orchestra. Visiting peripatetic music teachers provide instrumental lessons in brass, woodwind, violin, piano, guitar, drums and voice. Our musicians have the opportunity to perform at 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.

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. 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. 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 to Heads of Subject who:

- 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;
- hold curriculum meetings, which focus on specific subject issues and development.

Further information about the curriculum can be found in the Curriculum Directory for each of the year groups.

The Governors monitor the success of the curriculum at the Education Committee which meets each term.

