Lancing Prep Worthing

A Lancing College Preparatory School

Curriculum Policy

Introduction

This policy applies to the whole school, including the EYFS.
Reviewed in September 2026 by Emma Mashford
Next review due: September 2027

This policy should be read in conjunction with:
The Curriculum Directories
The SEND policy
The EAL Policy
The A, 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, appropriate to their needs, in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, and speaking, listening, literacy and numeracy 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 progress and 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 how 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 identified as, or are monitoring 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 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 us, 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 the Pre-Prep and Prep have a PSHEE lesson on their two-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. 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 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.

In the Summer Term, Careers Week is timetabled for pupils. During this week, visiting speakers come to school to speak about careers to Prep school pupils. During these sessions, speakers may discuss topics, such as job roles, career journeys, advice on how to break into the field and skills required. Pre-Prep pupils explore a range of careers and challenge stereotypes. During PSHEE lessons, pupils in Year 7 and 8 are provided with up-to-date careers advice. This is presented in an impartial manner and covers all options available to them post GCSEs.

Metacognition, Learn to Learn

Pupils in Year 3-6 have a Metacognition lesson on their two-weekly timetable. The world is changing, and the future is uncertain; we believe that learning about metacognition will support our pupils in this uncertain world.

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. 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 program 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 program 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. Children continue to have discrete phonics sessions until Year 2.

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 1 and Prep classes enjoy the addition of Learn to Learn, and Drama.

In October of Year 6 all current pupils sit GL CAT4 Pre-tests as part of the Lancing Advance Programme. For those pupils wanting to secure a place at Lancing College for Year 9 entry, this is followed by ISEB Pre-Tests later in the Autumn Term and an 'Experience' assessment day at the college in January. The Year 6 'Learn to Learn' programme, and Reasoning and Critical Thinking lessons in Year 5 and Year 6, 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 for an assessment day at LPW. This assessment day will include a written English and Maths

task for all pupils. It will also include Art, Drama, Music and Sports activities to assess scholarship potential. External candidates will also take cognitive analytical tests (CATs) in verbal reasoning, quantitative (mathematical) reasoning and non-verbal reasoning.

In Years 7 and 8 our broad curriculum has been designed to support preparation for a wide range of senior schools. This includes preparation for a wide range of scholarships, including Academic Scholarship examinations (English, Maths and Science). Pupils in Year 7 and Year 8 visit Lancing College one afternoon each week for lessons with Lancing College staff in Spanish or German. 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, which is timetabled from Year 1 – Year 8. Pupils in Year 7 and 8 also learn Spanish or German. There is a language readiness programme for children in Reception, which seeks to develop interest, enthusiasm and listening skills. Cin this program, 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 supported 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 enable 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 can 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 adapted to provide access and opportunity for all pupils who attend the school, whatever their needs. Planning is carried out by the class teacher / subject teacher; this includes adaptations to suit the needs of all pupils, including 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.