



SHREWSBURY HOUSE
PRE-PREPARATORY SCHOOL

Curriculum Policy

Introduction

This policy is applicable to all pupils, including those in the Early Years Foundation Stage. It should be read in conjunction with the Early Years Foundation Stage Policy.

Rationale

We believe that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging, challenging and academically stimulating. The pupils study a broad and balanced curriculum which is centred on the key skills of literacy and numeracy, within a safe and welcoming environment.

The foundations for future learning are set in Nursery through a balance of adult-directed (structured) and child-initiated activities. As pupils progress through the school we focus increasingly on academic skills, aiming to expose them to as many learning and developmental opportunities as possible through the Connected Curriculum and to thoroughly prepare them for their respective entrance examinations at 7+.

We take into account the ability of every pupil in order to ensure that each is challenged and supported and their talents fostered in order to build their future education. When pupils leave the school we want to have equipped them with the confidence and independence needed to embrace the challenges of the next stage of their education.

Our core values of Teamwork, Resilience, Aspiration, Care and Kindness (TRACK), permeate our school and are central to everything we do here. They allow the children to be themselves, to be valued and cared for as individuals, while developing an understanding of community and respect for one another. In all things we encourage the children to 'aim high' and achieve their best.

Aims and objectives

- To provide full-time supervised education within a curriculum which is broad, balanced, relevant and purposeful;
- For pupils below compulsory school age, to provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- To ensure access and opportunity for all children;
- To provide subject matter that is appropriate for the ages and aptitudes of the children, including those pupils with a statement or EHC Plan;
- To create and deliver a curriculum which is creative, stimulating, and challenging, yet flexible to changing needs;
- To ensure the pupils acquire speaking, listening, literacy, numeracy and computing skills;
- To enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop skills in the subjects taught;

- To provide personal, social and health education which reflects the school's aims and ethos;
 - To build on pupils' prior experiences, skills knowledge and understanding;
 - To ensure well-planned lessons and effective teaching methods, activities and management of class time;
 - To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically;
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- To provide opportunities for pupils to celebrate success and achievement, developing children's self-esteem and confidence;
 - To provide stimulating learning environments;
 - To make explicit what is taught and how the intended teaching and learning will take place;
 - To provide meaningful and achievable targets to help pupils make appropriate progress;
 - Through a range of assessment practices, including self-assessment, and where appropriate peer assessment, gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be evaluated;
 - On the basis of quality assessment information, identify individual children, groups of pupils and aspects of the curriculum which require particular attention;
 - To ensure provision for equal opportunities, cultural diversity and religious education;
 - To acknowledge that learning experiences occur 'outside' of school and recognise parents and carers are key partners in recording and informing of these;
 - To ensure the pupils' spiritual, moral, social and cultural development is given strong emphasis.
 - To ensure our children develop an understanding of RSE;
 - To build an understanding of and respect for Fundamental British Values.
 - To learn how to keep themselves and others safe online.

The Quality of Education Provided

- All pupils of compulsory school age attend school full time.
- All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of the adult/child ratios set out in *The Early Years Foundation Stage Statutory Framework*.
- The curriculum for Nursery and Reception pupils is based on three prime areas and the four specific areas of learning:

Prime Areas:

- Personal, Social and Health Education;
- Physical Development;
- Communication and Language.

Specific Areas

- Literacy;
- Mathematics (numeracy);
- Understanding the World;
- Expressive Arts and Design.

At 2 years of age, a 2 Year check is completed with Nursery staff and Parents. At the end of the EYFS Stage, Reception, the class teacher completes the profile judgements.

- From Year 1 and Year 2 (Key Stage 1) the curriculum is extended to take into account the requirements of the 7+ assessments for future schools.

Subjects are:

- English, including verbal reasoning and drama;
- Mathematics, including non-verbal reasoning;
- Science;
- History;
- Geography;
- Computing;
- Music and Drama;
- Physical education (PE);
- Art and Design & Technology;
- Religious Education;
- Personal, Social, Health Education (PSHE); + Relationships and Sex Education (RSE);
- French;
- Forest School.

The following are taught by specialist teachers:

- Music;
- Physical Education;
- French.

Key Stage Leaders, and subject Leaders, in consultation with the Senior Leadership Team, ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Class teachers will adapt the schemes of work where necessary to cater for the needs of pupils who have been identified as gifted and talented, or those who require learning support including those with a statement. Individual Support Plans (ISPs) are created for pupils who require support in accessing the full curriculum. ISPs are created and reviewed by the class teacher in conjunction with the Learning Enrichment Co-ordinator and with the parent/carers. Subject Leaders and class teachers ensure the curriculum caters for the needs of all individual pupils, including those from all ethnic and social groups in order to ensure all pupils have the opportunity to learn and make progress.

The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, thoughtful, confident and considerate members of the community.

Throughout the School, PSHE and RSE are an integral part of the curriculum. Although allocated a specific timetabled period, it is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique and unpredictable nature of certain issues means that these will not always be reflected in formal planning.

The PSHE curriculum reflects the aims and ethos of the School. The children feel safe and confident to express their views and opinions. Staff strive to build on the children's personal strengths and strengthen their weaknesses. Achievements are celebrated and valued and mistakes are recognised as positive learning opportunities from which to develop. Each child is valued and therefore develop as individuals taking pride in themselves and their community. Parents are valued as partners in their child's education and they are seen as crucial and invaluable members of the school's community.

We understand that we are responsible for preparing our pupils with a comprehensive understanding of their world today and its future. We believe in equipping our pupils with the skills, creativity and resilience to face challenges ahead. We focus on instilling our core values of Teamwork, Resilience, Aspiration, Care and Kindness across all areas of school life.

Extra-curricular Activities

Extra-curricular activities are offered to all pupils, these include Forest School, French, Music and PE. These lessons are adapted to be age appropriate, meeting the needs of each individual child within their curriculum framework. All pupils from Reception have the opportunity to learn an instrument and these lessons take place during the school day.

Fundamental British Values

Shrewsbury House Pre-Preparatory School promotes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

This Policy was approved by the Governors.
This Policy is reviewed annually by the Head.
This Policy was reviewed in September 2024.
Next review: September 2025