




ALDENHAM
— P R E P S C H O O L —

Curriculum Policy

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Head's Authorisation:	Date:
	August 2023
Mrs S M Galpin	

INFORMATION

This is a copy a controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experiences of children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while 'taking care of their own learning'. This is so that they can achieve their true potential. We believe in a broad curriculum enabling the pupils to become well rounded individuals.

Values

Our school curriculum is underpinned by our mission statement, our key aims and our Core Values (Appendices 1 and 2). 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.

At Aldenham we believe very strongly in offering breadth within our curriculum, so that the all-round talents of each individual child may be developed. This involves promoting the academic, creative and sporting facets of school life, as well as fostering children's natural curiosity, in order to empower them with a life-long love of learning.

At Aldenham Prep School:

- We value the way in which children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each other for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop 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 basic skills of literacy, numeracy, computing & coding
- to teach children about their developing world, including how the environment, culture and society have changed over time;
- to enable children to be happy, responsible and co-operative members of our community;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong

Organisation and planning for EYFS, KS 1 & 2

We plan our curriculum in three phases:

Long Term

Initially a curriculum map or long-term plan is drawn up. This indicates the broad learning intentions for each term and establishes which topics are to be taught to which groups of children. We review our long term plans on an annual basis. (See Appendix 2)

Medium Term

We use the national schemes of work as a basis for much of our medium-term planning. In EYFS, activities are planned to support the areas of learning. In our medium-term plans, we give clear guidance on the topics to be taught week by week. We store all of our medium-term plans stored on the intra-net, so that they can be easily updated and reviewed. (See Appendix 3)

Short Term

Our short-term plans are those that our teachers write or communicate on a weekly or daily basis. We use these to set out the learning objectives/ WALT for each session, and to identify which resources and activities we are going to use in the lesson. Prompts for differentiation and assessment are included at this stage of planning, as well as relevant cross-curricular links. (See Appendix 4)

A variety of AfL techniques are embedded in all areas of the curriculum as are steps to success (S2S). We continue to develop our evidence of assessment and progress.

In EYFS, there is a combination of adult led and child initiated learning across the week that support the areas of learning.

Children who require Learning Support

We provide a broad and balanced curriculum which is designed to provide access and opportunity for all children who attend the School. We adapt the curriculum to meet the needs of individual children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the School.

These requirements are likely to arise as a consequence of a child having special educational needs. Such children may need additional or different help from that given to other children of the same age. Class Teachers/Nursery Teacher make an initial assessment and, in most instances, can provide resources and educational opportunities which meet the child's requirements, within the normal class organisation. These provisions support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities (SEND) takes account of the type and extent of the difficulty experienced by the child. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. The flow diagram below illustrates this process.



If a child's need is more severe, we will involve the Head of Learning Support and, after consultation with parents, one-to-one specialist Maths and English support can be made available. Short-term targets are set and shared with the child and their parents; these are reviewed at regular intervals to monitor progress.

Support from one or more outside professionals may be sought with parents' consent e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.

Homework

The school expects homework to be set as appropriate. As guidance we expect pupils to spend the following times on homework:

Year Group	Homework	Holiday Homework
Nursery		
Reception	Individual reading materials are changed twice a week; reading every day.	Reading task
Year 1	Reading every day; Spellings set for weekly test; A 20-minute Literacy task and a 20 minute Maths task once a week.	Reading task
Year 2	Reading every day; Spellings set for weekly test; time tables; a 20 minute Literacy task and a 20 minute Maths task once a week.	Reading task
Year 3	Reading every day; Spellings set for weekly test; Times tables every week; a 20 minute Literacy task and a 20 minute Maths task once a week;	Reading task
Year 4	Reading every day; Spellings set for weekly test; Times tables every week; a 30 minute Literacy task and a 30 minute Maths task once a week; Occasional topic work.	Reading task
Year 5	Reading, spellings and times Tables practice; a 30-40 minute Literacy task and a 30-40 minute Maths task once a week; weekly topic homework. <small>Planet BOFA made accessible for home use in</small>	Reading task
Year 6	Reading, spellings and times tables practice; two 30-40 minute Literacy tasks and two 30-40 minute Maths tasks a week. Occasional topic homework. Planet BOFA	11+ practice papers Until Christmas; Reading task after Christmas.

Stretch and Challenge

We are an inclusive school and provide stretch and challenge in all subjects, and indeed all areas of school life. These opportunities exist for all children. Work is differentiated and AFL techniques used to enable children to achieve highly and to realise success. We are in the process of better identifying our more able learners across the curriculum and then ensuring the teaching and learning meets their needs.

The role of the Subject Co-ordinators

We aim for the subject co-ordinators to:

- contribute to the whole School Development Plan;
- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor assessment and pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school SDP objectives. Each subject leader reviews the curriculum plans for their subject and ensures that progression is planned into Schemes of Work. Subject leaders are also working towards keeping a portfolio of children's work, which will be used to show the achievements of children within each Year Group and to give examples of expectations of attainment.

Subject coordinators are:

- Given a termly/annual budget for the subject
- Given staff meeting time
- Given time to monitor their subject
- Liaise with HoD of senior school and Subject Coordinator at St Hilda's regularly

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Class Teacher or Key Stage Lead. If the issue is not resolved parents should make an official complaint in writing to the Head of Prep. The school has a Complaints Procedure in place, which can be obtained from the Head of Prep

Monitoring and review

All teaching staff are responsible for monitoring the way the school curriculum is implemented. As part of the subject leadership programme each subject area is monitored in a cycle of review and development. The curriculum policy is reviewed annually.

Appendix 1

Mission Statement

The Prep School is a co-educational Independent IAPS School encompassing the Foundation Stage which is our Nursery and Reception classes (3-5 years), the Pre-Prep Department (5-7 years) and the Prep Department (7-11 years).

Our Mission Statement states that:

‘At Aldenham Prep School, we provide a happy, nurturing and warm environment where quality learning takes place and the needs of each individual child are fulfilled.’

Our Key aims are:

- To ensure that each individual pupil is nurtured and encouraged to make the most of their own special talents
- To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils
- To emphasise the importance of the social, moral and spiritual dimensions of community life in a multi-cultural society
- To provide a well-planned, well organized environment giving children rich and stimulating experiences
- To foster good relationships and partnerships between pupils, parents, staff and the wider community

Appendix 2

Core Values

An Aldenham Prep pupil is Respectful, Determined, Aspirational.



Respect

- Listening to each other
- Accepting and understanding feedback
- Valuing all members of society and celebrating differences
- Showing good manners
- Speaking in a calm manner
- Being kind
- Looking after our environment and our school
- Looking after our property
- Having compassion and caring for others



Determination

- Not giving up, showing persistence and resilience
- Keeping going when a question is tough
- Practising a skill so that we get better at it
- Not worrying if we don't understand
- Saying 'I can do this'
- Working hard in anything that we find difficult
- Taking risks
- Learning from our mistakes and not worrying if we make mistakes



Aspiration

- Aiming high!
- Having ambition
- Pushing and extending ourselves
- Believing in ourselves that we can reach our goal
- Working hard to be the best we can be
- Knowing that there are different routes to success
- Aiming for more in a subject we find tricky

Appendix 3

Long Term Plan – Year 6

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous
Literacy	Biography and Autobiography Different genre Science fiction Mystery Rational Stories Fantasy Power of Imagery - Poetry Common Entrance Practice Historical Fiction Journalistic Writing Time Travelling Descriptions Common Entrance Practice		Common Entrance Focus – descriptions and story practice Balanced arguments War Horse review Poetry – Spring Balloon debates Play scripts Persuasive writing Adverts Letters Balloon debates		Recounts Diary writing Explanations Character descriptions Advertising performance Revisions of the different text types		Speaking & Listening. The 'tools of the trade' – reading, handwriting, spelling, grammar & punctuation. Guided reading Comprehensions
Maths	Place value and rounding Negative numbers Multiplying dividing by decimals including 10, 100, 1000 BODMAS Squares Square roots Powers of numbers Problem solving Multiples, factors and prime numbers Quadrilaterals Classifying shapes according to their properties Circumference and area of circle Measure and calculate unknown angles Averages	Simplifying fractions Ordering fractions Adding, subtracting, multiplying, dividing fractions Multi step problems Perimeter and area of triangles and rectilinear shapes Ordering fractions Adding, subtracting, multiplying and dividing fractions Finding fractions of amounts Finding percentages of amounts Problems involving decimals, fractions and percentages Pie charts and line graphs	Number and place value Measurement and statistics Multiplication and division Position and direction Fractions decimals and percentages	Algebra Addition and subtraction Time calculators	Fractions, decimals and percentages Counting, partitioning and calculating Securing number facts Understanding shape including circle circumference and area	Measures and capacity Handling data	Using & manipulating numbers to help solve problems. Exploring & developing mental strategies.
Science	Circulatory System	Healthy Lifestyles	Light	Electricity	Evolution and Inheritance	Classifying Animals	Using and applying science: investigation & experiments.
Geography	Water and the water cycle	Rivers	Climate	Africa	South America	South America	Learning geographical skills
History	Benin Summary of World War 1		Britain Since 1930s World War II The Holocaust				Interpreting historical evidence. Appreciating chronology & history.

Appendix 4

Medium Term Plan – Year 4

Key Dates	2 INSET DAYS													
Subject / Week	1	2	3	4	5	6	7	8 & 9	10	11	12	13	14	15
	31 st Aug	7 th Sept	14 th Sept	21 st Sept	28 th Sept	5 th Oct	12 th Oct	Half Term	2 nd Nov	9 th Nov	16 th Nov	23 rd Nov	30 th Nov	7 th Dec
English	Presentation / assessment Riddles	Poetry Free verse	Bills new frock	Bills new frock	Report writing	Report writing	Report writing		Myths	Myths	Myths	Voices in the Park	Voices in the Park	Voices in the Park
Maths	C1 – Counting in Hundreds and Twenty Fives	C- 1 Counting in Thousands, Hundreds, Tens and Ones Using Place Value	C1 – Comparing and Ordering Numbers Making number patterns	C1- Rounding Numbers to estimate	C2 – Finding sums adding without renaming adding with renaming	C2-Adding using Mental strategies Finding difference	C2 – subtracting without renaming subtracting with renaming Solving word problems		C3 – Multiplying by 6,7,9,11,12	C3 – Dividing by 6,7,9, 11,12	C3 – Solving word problems	C4 – Multiplying by 0 and 1 Dividing by 1 Multiplying same two numbers	C4- Multiples of 10, <u>2 and 3 Digit</u> numbers, multiples of 100	C4 – Diving <u>2 and 3 Digit</u> numbers Solving word problems
Science	All living things Diagnostic test Sorting living things into groups	Identifying Flowering and non-flowering plants	Comparing different animals	Decision trees Classifying living things	How changes to habitats affect living things	No lesson due to Harvest festival	End of topic test Scientific vocabulary		To reflect on the impact of human activity on the environment	Animals including humans Diagnostic Revision of nutrition of all animals including humans	Keeping teeth healthy, which foods are good for our teeth?	Comparing milk teeth and adult teeth. Understanding the role	Understanding the digestive system	End of topic test
Computing	Coding Design and write a program that accomplishes a specific goal	Variables and if/else statements	Using repetition and user input	Debugging	Working with Variables	Using 2 code to make a control simulation	Online Safety Sharing knowledge of online safety		To create and share an online safety presentation and info materials	Spreadsheet Using the formula wizard in the advanced mode	Timer and spin button	Line Graphs	Using spreadsheet for budgeting	Exploring Place Value with spreadsheet
Art / DT	INSET	Sketching skills, still life from items brought in eg plant pots	Designing a mosaic Squared paper	Designing a mosaic cutting and stickling squares of paper	Planning a mosaic using stone tiles – can we create our own picture/pattern	Trip to Verulamium Sketching artefacts in and around the museum	Making Mosaic tiles using grout and stone tiles		How best to recycle	Food hygiene peel, chop and slice fruits and vegetables safely and correctly.	identify different ingredients and decide whether we like them or not	make a plan for a recipe, thinking about flavours and textures.	*make scones. *write out a recipe correctly and accurately.	*make scones. *write out a recipe correctly and accurately.
Drama	INSET	MOVEMENT Utilising specific movement skills freely in group with expression Follow Leader		PHYSICAL THEATRE To explore expression through synchronised movement		PHYSICAL THEATRE To revisit the concept of Physical Theatre and devise a physical sequence			FREEZEFRAME To add levels and emotions to Freeze-Frame		MIME To establish use of mime with precision The Plague Conflict balls			

Appendix 5

Short Term Plan – Year 3

YEAR 3 WEEKLY PLAN													
2020 - 2021													
Christmas Term Week 4													
Time Lesson	8.45	8.50 1	9.25 2	10.05	10.25	10.35 3	11.15 4	11.50 12.30	1.15 5	1.55 6	2.35	2.45 7	ArtsMark / LOTC / Indep. Learning & Thinking
Monday 21 st Sep		English - Newspaper reports <u>WALT identify the key events and main ideas.</u> Look at a variety of newspaper reports and discuss their features. Look at Why, What, Who, How, When questions and answer them based on differentiated reports.		whole School Assembly		Maths - <u>TW Music Video</u> Chapter 2 Lesson 1 <u>WALT understand the inverse</u>			PE (JF & AE)		Computing - <u>Coding Lesson 2</u>		Maths - Independent thinking encouraged during 'In Focus' task, children to explore and ask questions around the given theme ArtsMark – writing poems.
Tuesday 22 nd	Registration	French	English - <u>Spellings</u>	Music Assembly 1-6	Break	Maths - Chapter 2 Lesson 2+3		Lunch Break	History - T:\Prep School\Resource Library\Key Stage 2\Year 3\Miss Bonn\Year 3\History\Autumn - Stone Age\Stone Age Plan 3		Break	English - <u>WALT read information and summarise main ideas.</u>	Maths - Independent thinking encouraged during 'In Focus' task, children to explore and ask questions around the given theme ArtsMark – presenting poetry Class display work.
Wednesday 23 rd		English - <u>WALT write headlines and captions.</u>		Assembly		Maths - Chapter 2 Lesson 4			RE (LS)	Geography - Extreme Earth - Lesson 3 Tornadoes			
Friday 25 th		Swim (JF & AE)				Stage 2\Year 3\Miss Bonn\Year 3\Art\Art - Relationships in Art Lesson 3			Reading instead of recorders	<u>the features of a newspaper report</u>	Break	Documents\JIGSAW PSHE\Jigsaw Teaching Materials\Year 3 Chapter 1 – Being Me in My World Lesson 4	

Curriculum Policy

Document History

Date:	Pages:	Amendments:	Reason:	Name:
Oct 17		Update Planning		SG
September 2019	Appendices	Update Planning examples		SG
September 2019	4	Update homework timetable	Updated	SG
September 2019	5	'Given' from 'give'	Grammar	SG
September 2019	5	Replace 'observe' with 'monitor' for subject coordinators	To encompass role of the coordinator	SG
September 2020	1	Take out New	National Curriculum is no longer the New National Curriculum	SG
September 2020	2	Addition of how the areas of learning are supported in EYFS	For clarification	SG
September 2020	3	Rewording of the Learning Support paragraphs	For clarification	SG
September 2020	5	Change of title from MAGT to Stretch and Challenge	To reflect current practice	SG
September 2020	Appendices	Update Planning examples	Updated	SG
August 2022	Front Page	Change name on front cover and 'Acting'	Change of Head and Position	SG
August 2022	Front Page	Change of Crest	Updated Crest	SG

August 2022	1	Removal of the 5Cs replaced with Our Core Values	Updated in line with our new Core Values	SG
August 2022	Appendix 2	Removal of the 5Cs replaced with Our Core Values	Updated in line with our new Core Values	SG
August 23	Front page	Removal of Acting from Acting Head	Appointment s permanent Head	SG
August 23	4	Removal 'for which there will be an additional charge'	No longer charge for additional learning support lessons	SG
August 23	4	Removal of Pupil Passport	Update in procedures – no longer use pupil passports	SG
August 23	5	Inclusion of Planet BOFA on Homework table	Planet BOFA used as a tool for 11+ preparation	SG
August 23	6	Change from 'meet' to 'liaise' and inclusion of St Hilda's Subject Coordinator	More links and communication across the Foundation have been established	SG
August 23	6	Removal of Deputy Head and replaced with Key Stage Lead	Review of management structure in progress	SG