



Pocklington Prep School

Curriculum Policy

Aims (General)

Pocklington Prep School aims to offer to all pupils and staff every opportunity to fulfil their potential whilst learning to live and work with others in harmony and sympathetic understanding.

In an environment which gives due regard to the safety and health of all those who work in or visit the school, Pocklington Prep seeks to promote equally:

- Equality of opportunity
- Courtesy towards the opinions and beliefs of others
- Enjoyment of study and teaching – alone and in co-operation with others
- The pursuit of excellence
- Openness to spiritual values
- Appreciation of aesthetic values
- Growth of a strong sense of personal responsibility
- Readiness to think independently
- Active consideration for the needs of others
- Concern for man-made and natural environments
- A positive partnership with parents of pupils

All children, regardless of their level of ability or their Additional Educational Needs, are entitled to access our curriculum equally and we actively promote and encourage this equality. Please refer to our SEN information report for further details.

Aims (Specific)

This policy ensures that the regulatory requirements of the school's curriculum are met, specifically:

[a] The School will provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Provision:

The School provides a broad academic programme from the EYFS through to Year 6. Full details can be found in the section on Procedure in this document which gives details about:

- Subjects taught throughout the school
- Structure of curriculum
- Specific details about Pre-Prep and EYFS curriculum

[b] The School will ensure that subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, is provided, which does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum content:

- Subject co-ordinators (in liaison with the Assistant Head: Curriculum) will ensure that programmes of study are appropriate to the ages, aptitudes and needs of pupils, are progressive in terms of skills and development and do not undermine the fundamental British values outlined above. Further details can be found in the Prep School's *Teaching and Learning Policy* and in separate subject policies.

Setting:

- Setting is used in Years 5 and 6 for Maths to ensure that the pace and delivery of the curriculum is appropriate. It is also used in Year 6 for English, with a higher ability set and two parallel sets.

Assessment and Reporting

Assessment is a continuous process and should enable pupils to understand what they have done well and how they can move their learning forward in the future. Reporting, either informally to students or formally to parents, should be both summative in terms of what has been achieved and formative in terms of what should be done to improve. The style and manner of feedback will of course depend on the age and ability of the child. Further details can be found in the *Assessment Policy* and in the *Feedback Policy*.

Learning Support:

The school accepts pupils with learning difficulties dependent on each individual case. We consider whether this school will be the right learning environment for the child and whether we have the resources to help them to make progress. We have a specialist Learning Support department for this purpose. The procedures for identifying pupils with special needs and methods of supporting and evaluating them are contained in the *Learning Support Policy*.

Able, Gifted and Talented:

Pupils recognized as 'able, gifted or talented' are identified on a school wide level using a range of data indicators in addition to staff recommendations and identification. Teachers provide a range of activities both within and outside of lessons to cater for these pupils' needs. Most provision is aimed at all students. Procedures for identifying "Able, Gifted & Talented" pupils and provision for them are outlined in the Foundation-wide *Able, Gifted & Talented Policy*.

[c] The School will ensure that pupils acquire skills in speaking and listening, literacy, numeracy and computing.

Literacy and Numeracy:

The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas and teachers should ensure that they support both literacy and numeracy in both lessons and through their marking and feedback. Further information can be found in the school's *Teaching and Learning Policy*. In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy*.

Computing:

Subjects should use and support the development of computing skills in their lessons, alongside the normal teaching of Computing in stand-alone lessons. Further details can be found in the *Teaching and Learning Policy* and in the School's *Computing Policy*.

[d] The School will provided personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regards to the protected characteristics set out in the 2010 Act:

Teachers should take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' PSHCE awareness. This will vary from form to form depending on particular issues which may arise within a form or group. PSHCE sessions within the Prep School occur and are taught as a thirty minute lesson on a weekly basis throughout the year ideally by the form teacher (or another teacher). In addition there are at least 2 half `themed days` within the academic year. A separate *PSHCE policy* can be accessed for further information.

[e] The School will organise a programme of activities which are age-appropriate for pupils:

Alongside the academic programme, there is a wide range of activities and clubs organised which is appropriate to pupils' educational needs in relation to personal, social, emotional and physical development, communication and language skills. Full details can be found in the *Activities Timetable*.

[f] The School will ensure that pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum:

English as an Additional Language:

In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy*.

Disability:

Special measures will be taken by the Head and Bursar to ensure that any pupil with a disability has access to all parts of the curriculum.

Learning Support:

Please see earlier statement.

Able, Gifted and Talented:

Please see earlier statement.

[g] The School will ensure that pupils have effective preparation for the opportunities, responsibilities and experiences of adult life in British society through a range of initiatives and activities including:

Equality and Diversity

The school analyses equality and diversity in terms of curricular and extra-curricular success indicators. The *Equality and Diversity Policy* provides details about the school's objectives and methods.

Classroom Teaching:

Teachers should promote collaborative working and self-reflection through their normal classroom teaching to promote life skills. Good behavior and courtesy should be actively promoted at all times. Teachers should also take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' Spiritual, Moral, Social and Cultural awareness [SMSC].

Spiritual education:

Religious education is compulsory throughout the school, and religious teaching is usually a part of school assemblies. Assemblies should also promote wider social, moral and cultural development.

Activities:

Many of the timetabled lunch and after school activities- e.g. Debate Club, Reading Buddies, Sewing Club – promote responsibility and active citizenship. Games and PE also contribute to physical well-being and provide opportunities for responsibility.

House System:

The House system fosters responsibility and wider citizenship and is used to promote SMSC.

Pupils are split into four houses across the school and develop skills including teamwork, independent thinking and organisation.

Responsibilities:

Responsibility for the overall Curriculum Policy lies with the Assistant Head: Curriculum. Specific policies and their implementation lie with the relevant head of department/manager as below:

Assistant Head: Curriculum:	Curriculum Policy Able, Gifted and Talented Policy Teaching and Learning Policy Assessment Policy Feedback Policy
Overseas Student Co-ordinator	EAL Policy
Head of Learning Support	Learning Support Policy
Head of PSHE	PSHE Policy
Director of Activities	Activities Map

The Assistant Head: Curriculum is:

- Line managed by the Headmaster and will meet with him on a regular basis to discuss curriculum/teaching and learning policy.

Oversight of the Curriculum Policy is undertaken by the Governors' Education Committee and will be undertaken by the Director of Curriculum in September of each academic year.

Procedure: The Prep Curriculum

All Prep children study the core subjects of **English, Maths and Science** alongside **History, Geography, Religious Studies, Computing, Design and Technology (D.T.), Drama, Art, Music, PE, Personal Social & Health Education (PSHE), Swimming and Games.**

Modern Languages work begins in Reception with French, initially learning to recognise a foreign language and respond and understand some basic commands. It carries on throughout the school with one lesson a week building on knowledge and

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understanding. The main emphasis is always on speaking and listening using folders to record vocabulary and keep some of the activities. Pupils will experience some reading and writing activities in Years 3 to 6. They are also introduced to Spanish in year 3. In total, pupils in Pre Prep receive half an hour per week of French and Prep pupils receive an hour per week of either French or Spanish.

Pupils learn **Computing** skills, including programming, mouse control and touch-typing skills, from Reception upwards. They are also encouraged to use Computing across the curriculum. To do this teachers either book the Computer suite or use technologies such as LearnPads in the classroom.

Sports on offer include: tennis, gymnastics, dance, rounders, netball, athletics, swimming, cricket, football, rugby, hockey and trampolining. During their time at Pocklington Prep, we aim to have as many pupils as possible representing the school in team sports and other school activities. We have competitive fixtures in almost all the sports we do.

All children swim, as part of the weekly timetable, in our own swimming pool.

PE and swimming take place weekly. In some younger years the activities alternate weekly so as to maximise the time available for participation (i.e. if pupils have yet to develop an ability to change quickly between activities). PE includes gymnastics, dance and movement.

The pupils will be provided with the opportunity to attend at least three excursions annually either with their class, year group or occasionally the whole school. Any excursion will be well-planned with thorough analysis of the risks involved be it for a trip to the local church or a residential trip.

Curriculum & structure

1. Structure

- a) Pupils are based in form groups that are both teaching and pastoral units. The form teacher takes primary interest in the pastoral and academic welfare of his/her pupils.
- b) All pupils are allocated to one of four Houses: Byland, Fountains, Jervaulx or Rievaulx. Houses are involved in competitions in art, music, drama, creative writing, general knowledge, chess and various sports.
- c) Pupils are taught in form groups for all lessons other than in Years 5 and 6 when Maths and English are taught in ability groups. There is movement between groups.
- d) Discreet grouping is used in other years, where suitable, to differentiate ability within the form.

2. Curriculum

- a) The number of lessons per week: 25.
- b) Emphasis is placed on the core subjects of Maths, English and Science.
- c) In Years 3 to 6 Design Technology will be taught twice each year with the class coming off timetable to complete the project over one or more days. Opportunities to link D+T learning to other areas of the curriculum are developed and reviewed regularly.

The Pre-Prep Curriculum

Pupils are based in form groups with a Form Teacher for the majority of their learning. They will receive specialist instruction in some subjects.

All Pre-Prep children follow the Creative Curriculum where they study a topic for one term, completing activities related to the following areas of learning:

- **Understanding English, Communication and Languages**
- **Mathematical Understanding**
- **Scientific and Technological Understanding**
- **Historical, Geographical and Social Understanding**
- **Understanding Physical Development, Health and Well-being**
- **Understanding of the Arts**

The timetable is structured to enhance the Creative Curriculum and, where possible, sessions are not sub-divided into areas of learning.

Developing an understanding of what makes a 'good learner' is at the centre of every activity we do in and out of the classroom. These are reinforced in our 'Golden Rules' (refer to Behaviour Policy for the rules).

We value the importance of developing Literacy and Mathematical skills; therefore pupils receive daily structured instruction in phonics, reading, handwriting, grammar and Mathematics outside of the Creative Curriculum.

Pupils also receive instruction in Religious Education which is actively incorporated into assemblies and the Creative Curriculum.

Continuous provision is in place in the Pre-Prep to promote active, exploratory and independent learning.

Pre-Prep pupils have two PE lessons per week and one swimming lesson per week.

French, Music and Computing are taught for one lesson per week by a specialist teacher.

The Pre-Prep pupils use the Computing suite and the school library.

Pre-Prep children also have a regular 'outdoor learning' session during which they work in pairs and small groups within the school grounds, led by a member of teaching staff.

The Curriculum in the EYFS (Reception)

Structured play within a happy and secure environment is a powerful vehicle for the development of learning and is pivotal to supporting the challenge of the EYFS curriculum. The Reception curriculum is organised into seven areas of learning:

- **Communication and Language (Prime)**
- **Personal, Social and Emotional Development (Prime)**
- **Physical Development (Prime)**
- **Literacy (Specific)**
- **Mathematics (Specific)**
- **Understanding the World (Specific)**
- **Expressive Arts and Design (Specific)**

Activities are organised into two groups:

Adult-directed activities (AD) – these activities are initiated and led by an adult. The child is given support and guidance throughout.

Child-initiated activities (CI) – these activities are initiated by the child and the adult avoids intervention (where appropriate) and acts as an observer.

Equal Opportunities relating to EYFS children

This policy is to be read in conjunction with Pocklington Prep School's Equality and Diversity Policy as it forms part of the school's portfolio of equal opportunities policies.