

## CURRICULUM POLICY

### INTRODUCTION

Northwood Prep. Curriculum Policy applies to the EYFS (including the Wrap-around Care), the Junior School and the Senior School of Northwood Prep. This policy should be read in conjunction with the Teaching and Learning Policy.

Our aim at Northwood Prep is to fulfil the potential of each child in our care whilst providing them with a full-time, supervised educational experience. This would include linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative educational experiences.

Northwood Prep has a strong academic tradition. We are committed to maintaining this tradition whilst preserving the correct balance between the academic, spiritual, emotional and physical needs of our pupils.

We seek to develop character and a true sense of values. We aim not only to deliver high levels of teaching and learning but also to cater for the needs of each pupil through an extensive range of extra-curricular and sporting activities.

Our curriculum extends National Curriculum boundaries. A great deal of emphasis is placed on core subjects; English, Mathematics and Science with History, Geography, Classical and Modern Languages and Personal, Social, Health Education and Citizenship (PSHEC) surrounding this core. Art & Design Technology, Music, Drama and Physical Education are important components as well as Religious Studies, which is designed to give meaning and context to our own culture as well as the culture of others. Information Communication Technology provides vital skills in an age of great change.

We provide appropriate 'careers' guidance for pupils in Years 7 & 8, encouraging them to 'know themselves'; their strengths, weaknesses and interests, in readiness for the transition to their Secondary Schools at the end of Year 8.

### Our Aims:

- to promote a love of learning and develop intellectual curiosity in our school
- to draw from the core requirements of the National Curriculum, as a minimum, offering breadth, balance and relevance and allowing flexibility for individual talents and aptitudes
- to promote the spiritual, moral, cultural, mental, physical, aesthetic and practical development of all boys

- to prepare boys to contribute to society as responsible citizens, giving them the opportunities, responsibilities and experiences of adult life.
- to promote the acquisition of skills of independent learning and encourage responsibility for this
- to promote respect both for their own achievements and for those of others

### **Objectives:**

- to build the self confidence in our pupils, which will enable them to take full advantage of the opportunities they meet at school and in later life
- to develop the key skills of Communication, Numeracy, Literacy and I.C.T.
- to nurture spiritual and moral values, which reflect our aims and ethos through all activities of the school, in particular our assemblies and the courtesy and respect evident in the relationships between all members of the school
- to provide subject material appropriate for the ages and aptitudes of pupils, including those with a statement and to review schemes of work regularly to ensure they meet the needs of all pupils
- to use appropriate teaching styles to deliver well-planned lessons which are followed up with good learning experience in homework tasks
- to monitor the delivery of the formal curriculum through Assessment for Learning, Recording and Review procedures
- to extend the pupils' learning experience through our Carousel of Life Skills, a wide range of day and residential visits, a extensive range extra-curricular activities and fund raising events for charity
- to celebrate pupils' achievements and success through a variety of school activities, performance and displays and by individual commendation

## **The Junior School**

### **EYFS**

The Early Years Foundation Stage, which underpins the curriculum in Northwood Prep's Reception and Nursery classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this key Stage, is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework 2008'.

Under the guiding theme of Learning and Development there are six clear areas of learning:

Personal, Social and Emotional Development

Communication, Language and Literacy  
Problem solving, Reasoning and Numeracy  
Knowledge and Understanding of the World  
Physical Development  
Creative Development

All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively.

On entry to Reception at Northwood Prep, all children will undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. Many children have followed an EYFS programme at Nursery and the records made by practitioners in that setting also provide vital information on individual attainment and requirements for the coming year.

Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered. At Northwood Prep subject specialist teachers in French, Music and Physical Education work with the children and liaise with class teachers to give an accurate picture of attainment in relation to the assessment scales.

### **Key Stage 1: Years 1 and 2**

Key Stage 1 of the National Curriculum begins formally in Year 1. Class teachers are responsible for teaching English, Maths, Science, History, Geography and Religious Studies. Subject specialist teachers take the children for French, Music and Physical Education.

Currently, teachers in Years 1 and 2 are working collaboratively to trial a new topic-style of teaching that enables more connections between the subjects.

### **The Senior School**

The curriculum extends National Curriculum boundaries. A great deal of emphasis is placed on core subjects - English, Mathematics and Science - with History, Geography, Classical and Modern Languages, Personal, Social, Health Education and Citizenship (PSHEC) surrounding this core. Art & Design Technology, Music, Drama and Physical Education are important components as well as Religious Studies, which is designed to give meaning and context to our own culture as well as the culture of others. Information Communication Technology provides vital skills in an age of great change.

The syllabus for each academic subject is planned in accordance with the National Curriculum and with the requirements of the Common Entrance and Scholarship examinations 13+.

### **Key Stage 2:**

In Years 3 to 6 the syllabus content and skills taught in Mathematics, English, ICT, Science, History and Geography, French, RS & PSHEC are broadly based on the National Curriculum but take into account the requirements that will be needed for 13+ examinations. Latin is introduced formally in Year 5.

The broad curriculum continues to be delivered with generous allocations of time to Art & Design Technology, Music, Physical Education, ICT and Drama.

### **Key Stage 3:**

In Years 7 and 8 pupils prepare to offer the following subjects in Common Entrance

|                           |           |                   |
|---------------------------|-----------|-------------------|
| examinations: Mathematics | English   | Greek             |
| Biology                   | Chemistry | Physics           |
| French                    | Latin     | Religious Studies |
| History                   | Geography |                   |

The syllabuses follow the requirements of the ISEB or individual schools' scholarships.

In addition, all pupils continue to be taught Art & Design Technology, Drama, ICT, Physical Education and PSHEC.

### **Visits and Outings:**

Opportunities are offered for residential visits, which give the boys first-hand experiences of the curriculum, adding an exciting and supportive dimension to classroom teaching. Within these settings, organisational and social skills are practised, helping the boys to develop in maturity and confidence.

During Expedition Week:

Year 4 are offered day visits and an overnight stay at a local centre

Year 5 spend the week at an activity based centre

Year 6 travel to France for the language experience

Year 7 experience a Field Study week in Wales in preparation for their Geography projects for their next schools.

All classes have a number of outings during the year to complement an area of the curriculum and full use is made of the local facilities of Museums, such as Verulamium in St Albans.

### **Homework**

A homework timetable is published for each Form. The Parental Handbook sets out the purposes of homework, the types of homework that will be set and offers advice on helping your child and communicating with the subject teacher.

The Prep Diary is signed at home daily and checked by the Form Teacher daily.

### **Special Educational Needs**

Where a pupil has a statement, we provide an education which fulfils those requirements.

Our Special Educational Needs Co-ordinator supports staff in identifying pupils' difficulties and the planning of teaching strategies. She liaises with parents and outside agencies, to co-ordinate any extra help that may be required and to offer support to small groups in class.

We identify and meet the needs of able and talented children and work closely with specialists and professional agencies to ensure that our children's needs are met.

### **Assessment and Reporting**

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and use it to monitor how effective the teaching and the curriculum is.

Record-keeping and assessment procedures are defined in the Teaching and Learning policy. Reports to parents give clear accurate and useful information on their children's progress.

### **Equal Opportunities**

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential.

### **Staff development**

In-service training is provided in order to update and enhance teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

Policy reviewed: October 2010: SMN/ SLT

Review date: November 2011