



SEVENOAKS
PREPARATORY SCHOOL

Curriculum policy

Status and Review Cycle:	Statutory / Annual
Policy reviewed and amended:	23.7.19
Next review date:	30.8.20
Governor Lead:	Mr Derry Wiltshire
Policy Holder:	Mr James Ashcroft james.ashcroft@theprep.org.uk

CURRICULUM POLICY

The Head, Chair of Governors and Deputy Head ensure that:

- we have a written policy on the curriculum, supported by the appropriate plans and schemes of work, providing for matters specified in the aims below
- the schemes of work are effectively implemented
- the policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan or an IEP
- the policy, plans and schemes of work promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs reflected in our 'Way of Life'

AIMS

- to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) (Appendix 1), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- to ensure that pupils acquire speaking, listening, literacy and numeracy skills
- to provide personal, social, health and economic education (PSHEe) which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act (Appendix 2)
- to provide a programme of activities for pupils under compulsory school age, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- to ensure that pupils below compulsory school age are provided with 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 that ALL pupils have the opportunity to learn and make progress
- to provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society according to Fundamental British Values
- provide pupils with a full and rounded entitlement to learning.
- promote a healthy lifestyle
- inspire pupils to have a commitment to learning which will last a lifetime and encourage a growth mindset
- promote high standards in all learning and teaching
- promote community cohesion

The principal language of instruction is English. Lessons are delivered in written and spoken English and support is provided for pupils whose first language is not English.

Religious education is also provided for all pupils.

An appropriate programme of enterprise education takes place in KS3.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. All pupils have the opportunity to learn and make progress.

Disabilities:

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

SPECIAL EDUCATIONAL NEEDS

Where a pupil has an EHC plan, education is provided which fulfils its requirements. A policy has been written and put into practice according to the *Children and Families Act 2014 and the SEN and the Disability Code of Practice, 0-25 years 2014 and the Equality Act 2010*. PEPs and Pupil Passports (IEPs) are written and progress and support is recorded for pupils with significant learning difficulties or disabilities, ensuring that all needs are catered for.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. This is supported by the Learning Support, Heads of Departments and EAL department.

SUBJECTS OFFERED

Each subject has a designated Head of Department in the Prep and a Subject Coordinator in the Pre Prep (Appendix 3)

- | | |
|------------|---|
| KS1 | Subject teaching can be topic based. Curriculum provided in English (listening, speaking, reading and writing), mathematics, science, history, geography, French, art, DT, physical education, games, music, religious education, PSHEe, Computer design and creativity, swimming, outdoor education. |
| KS2 | Curriculum provided in English (listening, speaking, reading and writing), mathematics, science, history, geography, French, Spanish (Y6 only), art, DT, physical education, games, music, religious education, PSHEe, computer design and creativity swimming (Y3 only), drama. |
| KS3 | Common Entrance curriculum provided in English (listening, speaking, reading and writing), mathematics, science, history, geography, French, Spanish, art, DT, physical education, games, music, religious education, PSHEe, Computer design and creativity, drama. |

Pupils are set for mathematics from Years 3 to 6. In Year 7 and 8, pupils are set in three major subject groupings: maths/science, English/humanities, Spanish/French. Occasionally, pupils will opt out of French or Spanish if SEND support is in place or an alternative program is deemed more suitable for an individual pupil.

RELIGIOUS EDUCATION

Religious education is available to all pupils. Parents have the right to withdraw their children from religious education.

Collective worship

All pupils up to Year 8 are expected to take part in weekly collective worship. The worship is of a broadly Christian ethos, but it is not distinctive of a particular Christian denomination.

The school has a programme of collective worship involving some whole-school assemblies, house assemblies and tutor group assemblies. Whole school assemblies take place at least once every half-term, House assemblies once per term, In the Prep School form periods take place once per week.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head or Head of Pre-Prep, in writing, if they wish to withdraw their child from collective worship.

Relationship and sex education

The school provides relationship and sex education in the basic curriculum for all Prep pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy (contained within the Values Policy) is available to parents with details of timings and lesson content. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*, *2008 Review of SRE and the Children, Schools and Families Act 2010 and the Draft Relationships Education, Relationships and Sex Education (RSE) and Health education February 2019*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

RSE is taught as an independent subject from time to time, throughout the academic year, using consultants and school teaching staff, to Years 5 to 8.

Aspects of RSE are taught within RE, PSHEe and science classes. SRE lessons to Years 5 to 8 are taught by members of the teaching staff and school nurse.

The Head of PSHEe works closely with any external organisation, ensuring good communication at all times.

The governing body have determined that the SRE curriculum should start with Y5.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Where political issues are introduced they are presented in a balanced manner.

COMMUNITY COHESION/ FUNDAMENTAL BRITISH VALUES (FBV)

The whole school values a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The school's 'Way of Life' forms the backbone our school ethos and describe the rules by which our pupils and staff function within the school community. These are reflected in the PSHEe curriculum, the school song and form the basis for Form assemblies.

PE AND GAMES

All pupils are expected to take part in the school's physical education and games programme. Pupils can only be excused from PE and games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. A mobile telephone is always available for activities in remote locations.

EXTRA-CURRICULAR ACTIVITIES

All children receive a rich provision of classroom and extra-curricular activities. The school has a wide and varied programme of cultural, intellectual and sporting activities that take place outside the formal curriculum. These are activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. All pupils are expected to take part in the programme of sports matches but other activities are optional. The school is continually focussing on the development of the range/variety and staffing of the extra-curricular activities offered. The school has a charging and remission procedure which is communicated to parents by the Bursar.

HOMEWORK

All schools have the right to determine their homework policies and this school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework:

In the Pre-Prep school weekly homework expectations are as follows:

Reception: Daily Reading sent home with contact book; CVC word building

Year 1 reading each evening
30 minutes maths or topic
weekly spelling revision for test

Year 2 reading twice per week
30 minutes maths
40 minutes on a 'finding out' activity
weekly spelling revision for test
Weekly reading comprehension

In the Prep School weekly homework expectations are as follows:

Year 3 20 30 minutes twice a week (three times a week after Christmas) comprising of writing/grammar and mental arithmetic
Humanities homework grid differentiated by task and ability for the weekend H/W
Weekly spelling and tables revision for test;
10 minutes reading to an adult each evening.

Year 4 20-30 minutes per evening comprising of reading, writing/grammar, maths, science or topic work;
Weekly spelling and tables revision for test.

Year 5 30-45 minutes per evening of one subject from the following list: English, mathematics, science, French, humanities. Weekly spelling list.

Year 6 45-60 minutes per evening of one subject from the following list: English, mathematics, science, humanities. [30 minutes of Spanish & French]
Weekly spelling list.

Year 7 60 minutes per subject across the week from the following list: English, science, history, geography. 90 minutes of mathematics. 30 minutes of Spanish & French
Weekly spelling list.

Year 8 60 minutes per subject across the week from the following list: English, science, geography, history. 30 minutes of Spanish & French. 90 minutes of mathematics.

		Core Teaching Periods [30 minutes] Prep School (Y3-8)														
Class/ no. of pupils	Total	Maths	English	Science	History	Geography	Music	PE	Art/DT	Games	French	Spanish	ICT	RE	PSHEe	Drama
			including/ Lib/story													
F3/40	48	9	11	3	1	1	1	1	2	6	1	0	2	2	1	1
F4/40	50	10	13	3	2	2	1	1	4	6	2	0	2	1	1	1
F5/40	55	9	10	6	2/4	2/4	2	1	4	7	2	0	3	1	1	1
F6/40	55	8	7	6	3	3	2	1	3	7	5	4	3	1	1	1
F7/24	55	7	6	7	4	4	2	1	3	7	5	4	2	1	1	1
F8/24	55	7	6	7	4	4	2	1	2	7	5	4	3	1	1	1
Assembly	Mon/Wed/Fri 15 minutes															
Class "	Tues/Thurs 15 minutes															
Clubs/Prep	4.15-5pm every day															
Late stay	5-6pm every day															
Saturday School Y8	1 hour per term per subject															

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Teacher or Tutor (Years 6-8). If necessary, the teacher may refer the issue up to the Head of Department, Assistant Heads, Deputy Head, Head of the Pre-Prep or the Head as appropriate.

Complaints made directly to any of the latter will usually be referred to the Form teacher. If the issue is not resolved parents should refer to the SPS Complaints Procedure which can be found on the website or via the school office.

MONITORING AND REVIEW

This policy will be monitored by the Deputy Head and assisted by the SMT who will report to the Head on its implementation on a regular basis.

The Head will report to the Governing Body's Academic Committee on the progress of the policy and will recommend any changes.

Appendix 1

DfE Education Act 1996:

8 Compulsory school age.

(1) Subsections (2) and (3) apply to determine for the purposes of any enactment whether a person is of compulsory school age.

[F1(2) A person begins to be of compulsory school age—

(a) when he attains the age of five, if he attains that age on a prescribed day, and

(b) otherwise at the beginning of the prescribed day next following his attaining that age.]

(3) A person ceases to be of compulsory school age at the end of the day which is the school leaving date for any calendar year—

(a) if he attains the age of 16 after that day but before the beginning of the school year next following,

(b) if he attains that age on that day, or

(c) (unless paragraph (a) applies) if that day is the school leaving date next following his attaining that age.

[F2(4) The Secretary of State may by order—

(a) provide that such days in the year as are specified in the order shall be, for each calendar year, prescribed days for the purposes of subsection (2);

(b) determine the day in any calendar year which is to be the school leaving date for that year.

<https://www.legislation.gov.uk/ukpga/1996/56/part/1/chapter/1/crossheading/compulsory-education>

Appendix 2

DfE The Equality Act 2010 (May 2014)

PROTECTED CHARACTERISTICS

1.9

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Appendix 3

Subject Coordinators and Heads of Departments

Pre-Prep Subject Coordinators		Prep Head of Departments	
SUBJECT/AREA	PERSON i/c	SUBJECT/AREA	PERSON i/c
English	A. McKnight	English	M. Matthews
Maths	K. McNicholl	Maths	C. Juxon
Science	W. Culley	Science	J. Rolls
EYFS	L. Rowland	Modern Foreign Languages	A. Clark
Humanities	H. Cook	Humanities	L. Wallis
CDC	R. McNichol	CDC	R. McNichol
The Art's		The Art's	J. Ashcroft
Girls games and PE	H. Lovegrove	Girls Games and & PE	H. Lovegrove
Boys Games (Year 2)	K. McNicholl	Boys Games	A. Bailey
PSHEe including RSE	K. Hougham	PSHEe including RSE	K. Hougham
SEND	L. Morris/H Shere	SEND	H Shere
EAL	E Beugeling	EAL	E Beugeling

Appendix 4

ISI Commentary on the Regulatory Requirements

Effective September 2018

Areas of experience – 2(2)(a) 37. The standards are not intended to be prescriptive about the way a school organises its curriculum, and they do not require the school to follow the National Curriculum. However, it is expected that the school will give experience in the following areas. Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, except for foreign national schools whose pupils are all temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction. Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. If there is no practical element in the teaching of science or aesthetic and creative education, for example, the school should be able to show how it compensates for this in a way which allows pupils to reach an appropriate overall level of understanding of the subject in question. Part 1 – Quality of education provided Commentary on the Regulatory Requirements 11 Effective September 2019 For the use of intended recipients only. Any copying or re-distribution of this document without permission is prohibited. © Independent Schools Inspectorate September 2019. All rights reserved. Technological: There is no wish to be prescriptive about how schools develop a curriculum to teach technological skills and it is recognised that some schools would not wish to teach some of the aspects below; for example, information and communication technology (ICT). Technological skills can include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Schools which discourage or ban the use of IT/electronic media, or whose pupils cannot use them due to disability, may legitimately reflect this in their approach to technological education, but should still ensure that pupils have conceptual familiarity with digital skills and technology which will be encountered in everyday life, eg cars, cash machines and mobile phones. Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. Physical: This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. PE should be a timetabled lesson, not just an extended break. Clothing requirements are not a good reason for limiting the amount of pupils' participation in PE, although they can legitimately influence which activities are undertaken. At least some PE should take place outdoors rather than just using school halls. In addition, if schools take advantage of the exception in the Equality Act 2010 which permits single-sex sports in co-educational school under certain circumstances, the school must still allow pupils, be they girls or boys, equal opportunities to participate in comparable sporting activities. See also the standard in paragraph 3(j). Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical responses. Where the curriculum for aesthetic and creative education lacks a practical element, the school should be able to show how it compensates (see above, under Scientific). There is no requirement for aesthetic and creative education to cover any specific art form, eg music. 38. There is no specific requirement to provide religious education per se although, in many schools, religious education is a major way of providing human and social education and promoting spiritual, moral, social and cultural development. But effectively there are requirements elsewhere in the standards for pupils to be taught about religions and belief systems in order to engender respect for other people. If religious education is used as the medium for some teaching about the secular subjects mentioned in paragraph 2(a), then the school's curriculum documents must set out how each of those secular subjects is covered through that religious teaching and elsewhere.

Appendix 4

Paragraph 2 – Curriculum (1) The standard in this paragraph is met if— (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and (b) the written policy, plans and schemes of work— (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (ii) do 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. (2) For the purposes of paragraph (2)(1)(a), the matters are— (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; (b) that pupils acquire speaking, listening, literacy and numeracy skills; (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country; (d) personal, social, health and economic education which— (i) reflects the school’s aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a); (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that— (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential; (f) where the school has pupils below compulsory school age, 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; Part 1 – Quality of education provided Commentary on the Regulatory Requirements 9 Effective September 2019 For the use of intended recipients only. Any copying or re-distribution of this document without permission is prohibited. © Independent Schools Inspectorate September 2019. All rights reserved. (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; (h) that all pupils have the opportunity to learn and make progress; and (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.