

KING EDWARD'S PRE-PREP SCHOOL POLICY DOCUMENT

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Curriculum Policy

Aims

King Edward's Pre-Prep School aims to provide a broad and creative curriculum that is adapted to individual needs allowing every child to learn and make progress. We take into account the ages, aptitudes and needs of all our pupils, including those pupils with an Educational Health Care Plan (EHCP), those requiring learning support, gifted, able and talented and/or having English as an additional language. We aim to cater for a range of interests and abilities, developing in our pupils a real joy for learning. We encourage every pupil to maximise his or her talents and abilities. We actively encourage and 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-providing effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.

Introduction

The curriculum is all the planned quality learning experiences that take place in order to promote learning, personal growth and development. It includes not only the curriculum skills, knowledge and understanding that make up our schemes of work, but also the extensive range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum'; this is what the children learn from the way they are treated and expected to behave on a daily basis.

Our personal, social, health education reflects KES aims and ethos. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The National Curriculum programmes of study were the starting point for our schemes of work. We have produced our own subject schemes of work that are specific to the abilities and interests of our children. The schemes reflect our rich local environment and put emphasis on a creative, broad and balanced curriculum; where learning, whenever possible, is connected through a project-based approach. The curriculum has been carefully planned so that there is coherence and full coverage of all aspects of the National Curriculum Programmes of Study in Key Stage One and Early Years Foundation Stage Curriculum. There is planned progression in all curriculum areas.

The curriculum is kept under constant review to ensure that the skills, knowledge and understanding are progressive across Year Groups and Key Stages and that memorable 'deep learning' is taking place.

We are well aware that all children need the support of parents and teachers to make good progress in school. We build positive links with the parents of each child by keeping them informed about the way in which the children are being taught, the support they can give at home and how well each child is progressing.

The Early Years Foundation Stage

The curriculum that we teach in the Nursery and Reception class is based on the requirements of the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on developing children's skills and experiences to work towards achieving the Early Learning Goals. It provides 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.

Teaching in the Early Years Foundation Stage builds on the experiences of a child's pre-school learning. In order to start to develop strong relationships with the children and their parent or guardian, the staff in the Nursery carry out a home visit. The visit and any information provided from previous setting or experiences will begin to build a picture of their interests and current stage of development. This helps us to provide a curriculum that supports and extends each child's all-round development.

When children start Nursery, their key worker feeds observations and photographs into an interactive learning diary (the ILD). The ILDs are used to track progress and inform future planning for each individual child. Parents contribute to the ILDs through a password-controlled parent portal.

The ILD follows the children into Reception or are passed on to their new schools to be continued along with their transfer documents.

At the beginning of Reception, a base line assessment is recorded in the ILD. Progress is tracked through the ILD. At the end of the academic year, the profile results are discussed during a transition meeting between the Reception and Yr I teachers. The meeting includes a discussion on the characteristics of each child as an effective learner. When appropriate, children will continue to work on the Early Learning Goals when they enter YI.

If any child completes the Early Learning Goals in any area, they will then move on to the Key Stage 1 curriculum using our own schemes of work and the revised strategy for English and Mathematics.

Organisation and Planning in Key Stage One

We provide 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. Pupils acquire speaking, listening, literacy and numeracy skills within a broad and balanced curriculum. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what projects are to be taught in each term, and to which groups of children. We review our long-term plans on an annual basis.

Our long-term planning uses the skills from the Programmes of Study in the National Curriculum. In addition, we also use the Primary Framework and Letters and Sounds as planning resources in Literacy. In Maths, we use the Hamilton Trust scheme as a planning resource and this is supported by White Rose. We use the PLAN Scheme of Work from the ASE (Association for Science Education) in Key Stage 1 for our Science medium term planning. This covers the skills, knowledge and understanding in the National Curriculum Programmes of Study, extending, and developing where necessary

With our medium-term plans, we give clear guidance on the objectives and suggest teaching activities, assessment opportunities, extension work and cross curricula links. We aim to connect the learning across subject areas through a creative project-based approach. The children's prior knowledge and interest in a project is sought and their ideas are fed into the medium-term project plans. Key life skills are planned for and promoted.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives, success criteria and learning outcomes, for each session and to identify what resources and activities we are going to use. Daily formative assessment feeds into the short-term planning.

Children Requiring Learning Support

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Our intention is that children with special educational needs, specific learning needs and/or disabilities can access the curriculum and achieve their potential. Where a child has special educational needs, specific learning needs and/or a disability, we aim to adapt the curriculum to meet that child's needs.

We have regard to all current legislation relating to the education of children with disabilities and/or special educational needs including (but not limited to) the Equality Act 2010, the Children and Families Act 2014, Supporting pupils at school with medical conditions (updated 2017) Reasonable adjustments for disabled pupils 2015 and the SEN Code of Practice 0-25 2015.

Where we identify that a child may be finding aspects of their learning challenging, we follow a procedure we call our **Learning Support Pathway**:

- The first step is for teachers to ensure they are doing all they can to provide support in class through quality first teaching. Examples of quality first teaching include adapting the curriculum; differentiated delivery, outcomes and tasks; provision of concrete and visual materials; provision of resources such as pencil grips and overlays; provision of word banks and visual aids; consistent use of visual timetables; and modelling of tasks. As part of **Wave 1**, the SENCo spends time with the children in their setting to help the teachers build a broad picture of strengths and vulnerabilities. This is called **Wave 1** provision on the **Learning Support Pathway**.
- If a teacher is concerned that a child is not making expected progress despite **Wave 1** provision, the teacher will speak to the Headteacher and the SENCo. Parents will also be contacted so we can discuss their child's needs. Teachers will complete a **Cause for Concern** form. This ensures all our observations are well-documented.
- If it is decided that additional support is needed, the child will move to **Wave 2** of the **Learning Support Pathway**. This means the child will receive 1:1 or small group support from the SENCo or a Teaching Assistant. The child will be given a **Learning Plan** which contains SMART targets and strategies for support. The child is placed on the observation and provision map.
- If there continues to be concern and/or the child doesn't make expected progress, the child may move to **Wave 3** which usually involves further investigation through referral to an outside agency (for example, a speech and language service) or a professional (for example, an Educational Psychologist), at this point the child is placed on the Learning Support Register. In addition to a **Learning Plan** (targets and strategies), children in **Wave 3** are given a **One Page Profile** and an **Individual Pupil Profile (IPP)**. The **One Page Profile** is a simple summary of what is important to the child and how they want to be supported. The **IPP** gives more detail about the strengths and vulnerabilities of the child and collates the recommendations for support (including recommendations from any professional reports). The Headteacher and the SENCO should agree in consultation with the parent and the child (where appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Where necessary, we work with parents and outside experts to support an application for an Educational Health Care Plan (EHCP). We also work

collaboratively with parents and outside agencies to support any child who transfers to the school with an EHCP in place.

EAL

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We have regard to all current legislation relating to the education of children. We welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school. We implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum. (Equality Act 2010). See the KESPP EAL Policy.

Where we identify children who have English as an additional language, we will:

- Teachers in partnership with the Headteacher are responsible for data collection and completion of Individual EAL Plans to identify needs of EAL pupils.
- On entry into the EYFS, teachers within the Nursery will start to track children using the Early Years Communication and Language Development in English and Home Language documentation. The Reception teacher(s) will use this to assess EAL needs within the KESPP baseline assessment. On entry into KS1, teachers will assess the children who have EAL on the Bell Foundation EAL documentation.
- Home/school discussions will take place to assess children's attainment/development in their primary language (s) and in English
- Teachers will then develop strategies to support English language development, as identified on EAL Plans., e.g., helicopter stories, action rhymes, stories familiar from their home environment etc.
- Children who have been identified as having EAL /multi-lingual status need to be included on English and Maths planning where necessary.
- Small group work will be encouraged and quiet areas in classrooms established for pupils to practise their linguistic skills.
- Teachers are responsible for planning tasks to ensure effective use of Teaching Assistants.
- Teachers will review tasks and pupils progress and monitor these arrangements at regular intervals (each half-term). Regular liaison with parents will take place.

- Where an EAL Pupil is also a SEN pupil the general learning difficulties will be referred to in the IEP whereas the EAL Plan will focus EAL issues and provision.

Most Able

At King Edward's Pre-Prep we recognise that all children have individual educational needs. This policy deals with the children who are identified as being the most able. The Teachers' Standards (2012) state that it is the responsibility of all teachers, whatever their subject, to "adapt their teaching to the strengths and needs of all pupils".

The EYFS teaching Standards (2013) state it is the responsibility of all teachers to "adapt education and care to respond to the strengths and needs of all children."

Where we identify children who are the most able

- If a child is recognised as being most able in a specific area their name will be placed on the most able register and, if necessary, a yellow Learning Support form will be completed by the teacher and shared with the Headteacher, Head of Learning Support and parents. Provision, which may include the writing of an individual IEP, will be put in place.
- When a child has been identified as being most able and/or talented the child will be assessed by the G&T coordinators to ascertain the level of the child's abilities.
- The G&T coordinators will work with the class teacher to devise a scheme of work which will challenge and develop the child's specific talents.
- The G&T coordinators will monitor and track progress to ensure continuous provision of suitable levels of challenge and support are given. This will include option, such as lesson observations, book moderation and monitoring class teachers' planning and lesson evaluations as well as an on-going dialogue with the Headteacher, SENCO, class teachers and parents.
- We record children who have been identified as most able or talented with an asterisk by their initials on our weekly Mathematics and Literacy plans and/or our medium-term plans for all other subjects. Individual lesson evaluations could include a comment on the progress of most able children.
- A child's social and emotional needs and physical development should always be considered when identifying the needs of a child who is most able.

The role of the subject leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader 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 objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum Programmes of Study and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the lesson plans and evaluations for all teachers ensuring that appropriate teaching strategies are used.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

NB, Please see Teaching and Learning Policy, The Learning Support Policy, EAL Policy, Gifted, Able and Talented Policy and Assessment Policy for further information