



# Curriculum Policy

## Prep School

### 1. Introduction

- 1.1 The school curriculum comprises all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the girls' experience. It also includes the "hidden curriculum" - what girls learn from the way they are treated and how they are expected to behave. The school wants the girls to grow into positive, responsible people who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.
- 1.2 Kent College values the breadth and range of its curriculum. Aiming to foster creativity in the girls and to help them become independent learners. Above all, Kent College believes in making learning fun.

### 2. Aims

- To enable all girls to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that girls enjoy coming to school and acquire a solid base for lifelong learning;
- To teach girls the basic skills of reading, writing, communication and mathematics;
- To foster creativity and to help them become independent learners;
- To teach girls about the developing world, including how their environment and society have changed over time;
- To understand Britain's cultural heritage and British values;
- To enable girls to appreciate and understand the importance of scientific and technological discoveries and development;
- To give girls an awareness of and experience of speaking and understanding other languages than English;
- To teach girls computing skills and to apply these skills across the curriculum to support their learning;
- To appreciate and value the contribution made by all ethnic groups in our society
- To enable girls to be positive citizens
- To fulfil all the requirements of the National Curriculum

- To teach girls to have an awareness of their own spiritual development, and to distinguish right from wrong;
- To help girls understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable girls to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

### **3. Curriculum Values**

3.1 The school curriculum is underpinned by the school values. The curriculum is the means by which the school achieves its objective of educating girls in the knowledge, skills and understanding what they need in order to lead fulfilling lives. The British values of democracy, law, mutual respect and tolerance are embedded within the curriculum and are promoted at various times throughout the school year, and regularly in our assemblies.

3.2 Kent College is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of the school, upon which we have based the curriculum:

- We value girls' uniqueness; we listen to the views of individual girls and promote tolerance of and respect for people of all faiths and cultures through the spiritual, moral, social and cultural development of pupils.
- We value the spiritual and moral development of each girl, as well as their intellectual and physical growth.
- We value the importance of each girl in the school community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of the community.
- We value the rights enjoyed by each person in our society and understand that actions have consequences. We respect each girl's individuality, and we treat them with fairness and honesty. We want to enable each girl to be successful, and we provide equal opportunities for all our girls.
- We will strive to meet the needs of all our girls, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our girls through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### **4. Organisation and Planning**

4.1 Schemes of work in the Preparatory School are based on the National Curriculum in Key Stages One and Two and Foundation Stage in the Early Years.

4.2 The curriculum is planned in three phases. A long-term plan is agreed for each key stage. This indicates what topics are to be taught in each term, and to which groups of girls. This long-term plan is reviewed on an annual basis.

- 4.3 Through medium-term plans, clear guidance is given on the objectives and teaching strategies for each topic. Medium-term planning is taken directly from the schemes of work.
- 4.4 Short-term plans are those that teachers write on a weekly or daily basis. These are used to set out the learning objectives for each session, and to identify what resources and activities are to be used in the lesson.
- 4.5 In the Foundation Stage, and at Key Stage 1, an inter-disciplinary topic approach to curriculum planning is adopted where possible. The curriculum is planned carefully, so that there is coherent and full coverage of all aspects of the National Curriculum, development matters and early learning goals, and there is planned progression in all curriculum areas.
- 4.6 In Key Stage 2, the foundation subjects are taught separately, with cross curricular links where possible.

## **5. The Curriculum and Inclusion**

- 5.1 The curriculum is designed to be accessed by all girls who attend the school. If it is thought necessary to modify some girl's access to the curriculum, in order to meet their needs, then this is done only after the parents have been consulted.
- 5.2 If girls have special needs, the school does all it can to meet the individual needs, and complies with the requirements set out in the SEN Code of Practice. If a girl needs support in her learning, then her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the girl's needs, within normal class organisation. If a girl's need is more severe, the SENCo and the Learning Support teachers are involved in making an assessment and providing the appropriate support.
- 5.3 The school provides a Personal Educational Plan (PEP) for some girls who are on the learning support register. This sets out the nature of the special need, and outlines how the school will aim to address it. The PEP also sets out targets for improvement, so that we can review and monitor the progress of each girl at regular intervals.
- 5.4 If girls in our school have disabilities then we are committed to meeting the needs of these girls as we to meeting the needs of all groups of girls within our school (as per the Equality Act 2010). All reasonable steps are taken to ensure that disabled girls are not placed at a substantial disadvantage compared with non-disabled girls. Teaching and learning are appropriately modified for girls with disabilities.

- 5.5 We aim to ensure that all children with an EHC plan or medical conditions, in terms of both physical and mental health, are both properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. During school hours, this is not the sole responsibility of one person but depends upon our working collaboratively with families and any relevant agencies.

### **The Foundation Stage**

- 5.6 The curriculum that is taught in the nursery and reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Curriculum planning focuses on the development matters and early learning goals, as set out in these documents, and on developing girl's skills and experiences.
- 5.7 The school fully supports the principle that young children learn through play and by engaging in well planned and structured activities. Teaching in the reception classes builds on the experiences of the girls in their pre-school learning. Kent College does all it can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 5.8 Every half term in the Nursery and Reception class, the teacher will assess the skills development of each girl, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum for each girl.
- 5.9 The school is well aware that all girls need the support of both the parents and the teachers to make good progress in school. It strives to build positive links with the parents of each girl, by keeping them informed about how their daughter is being taught, and how well each girl is progressing.

## **6. The Role of the Subject Coordinator**

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Provide efficient resource management for the subject.

- 6.1 It is the role of each subject coordinator to keep up to date with developments in their subject. They review the way the subject is taught in the school in liaison with Prep Senior Leadership Team (P"SLT") and plan for improvement. This development planning links to whole school objectives. Each subject coordinator in liaison with PSLT reviews the curriculum plans for their subject and ensures that there is progression planned into schemes of work.

## **7. General Points**

- 7.1 Specialist teaching: In Early Years and Key Stage 1 the girls have specialist teachers for swimming, music, French, drama, gymnastics and dance. These subjects continue to be specialist taught through Key Stage Two, with additional subjects taught by Senior School staff.
- 7.2 All members of the Preparatory School staff have curriculum responsibilities as subject co-ordinators and in most cases teach these subjects.
- 7.3 There is a SENCo with responsibility for ensuring that girls learning needs are well catered for, in particular those with specific learning needs and those who are gifted, able and talented. There are two part time Learning and Support teachers, one for KS1 and one for KS2. Additional learning support may be provided by Senior School staff when appropriate.
- 7.4 There is a written procedure for staff to follow. Girls can be taught in small groups, or have 1:1 support within/outside of the classroom. Where appropriate PEPs are written and there is regular feedback to the class teacher and girl's parents.

During Key Stage 2 the curriculum also focuses on preparing the girls for entry examinations to a variety of senior schools, including the Kent Selection test at age 11.

## **MENTORING AND REVIEW**

The Education Committee is responsible for monitoring the way in which the school curriculum is implemented.

This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.

## Curriculum as of 2015/2016

### Years Nursery to 2

All periods are 35 minutes in length

Subject	Nursery Period Allocation	Reception Period Allocation	Year1 Period Allocation	Year 2 Period Allocation
English			9	9
Mathematics			9	9
Science			4	4
MFL	1 (French)	1(French)	1 (French)	1 (French)
Topic (History/ Geography/ ICT)			5	5
R.E.			1	1
Art/DT			2	2
Music	2	2	2	2
Drama		1	1	1
P.E.	4	6	5	5
P.S.H.C.E.			1	1
Phonics			5	5
TOTAL	45	45	45	45

With the exception of lessons taught by specialist teachers, the Early Years timetable does not follow structured periods. Literacy and number are taught every day and there is a wide variety of topic work and creative activities through the week.

## Curriculum as of 2015/2016

### Years 3 to 6

All periods are 35 minutes in length

Subject	Year 3 Period Allocation	Year 4 Period Allocation	Year 5 Period Allocation	Year 6 Period Allocation
English	9	9	9	9
Mathematics	9	9	9	9
Science	4	4	4	4
MFL	2 (French)	2 (French)	2 (French)	2 (1 French, 1 Mandarin)
History	2	2	2	2
Geography	2	2	2	2
R.E.	1	1	1	1
I.C.T.	2	2	2	2
Art/D.T.	2	2	2	2
Music	2	2	2	2
Drama	1	1	1	2
P.E.	7	7	7	7
P.S.H.C.E.	1	1	1	1
Problem Solving	1	1	1	-
TOTAL	45	45	45	45

A E Lawson: July 2009

Agreed by SLT: July 2009

Approved by Education Committee: September 2009

Reviewed: Headmistress March 2012

Approved by Education Committee: October 2012 & March 2013

Reviewed by SLT: September 2013

Approved by Education Committee: October 2013

Reviewed by Headmistress: September 2015

Reviewed by Education Committee: October 2015