



<b>Policy Title:</b> Prep Curriculum Policy
<b>Staff Member Responsible:</b> Prep Deputy Head, Academic

### Statement of intent

This policy applies to all pupils in the school, including in the EYFS.

The Westonbirt Prep School curriculum is the vehicle through which learning systematically builds year by year. This journey begins in Early Years where the children learn about themselves and their immediate environment, before developing children's knowledge and understanding of the wider world. Through this, the children are challenged to be responsible, global citizens who reflect on their lives and the lives of others.

We strive to make our children passionate about learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment, providing a full-time supervised education for pupils of compulsory school age in accordance with section 8 of the Education Act, 1996. Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We nurture our children on their journey and encourage them to be creative, curious and courageous individuals, respectful of themselves and of others in our school, our local community and the wider world.

The curriculum is all the planned activities that we, as a school, organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum and the Early Years Framework, but also a range of bespoke skills identified for each year group and subject along with the extra-curricular activities which enrich the experiences of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that fundamental British Values and the nine protected characteristics are introduced, discussed and lived out through the ethos and work of our school.

### Aims

At Westonbirt Prep School we aim to offer a balanced and broad-based curriculum which enables all pupils to:

- develop rich subject knowledge, understand concepts and acquire skills across all areas the curriculum and be able to choose and apply these in relevant situations
- become creative, independent, positive learners
- become successful lifelong learners with high self-esteem
- develop their critical thinking
- nurture positive relationships promoting working co-operatively with one another
- understand Britain's cultural heritage
- understand and value the importance of truth, fairness, right and wrong
- explore their spiritual, moral, social and cultural development
- explore their physical development and responsibility for their own health, and enable them to be active



- make learning more meaningful by putting it into context
- challenge themselves and engage in deeper learning

The Westonbirt Prep School Curriculum, plans and schemes of work take into account the ages, aptitudes and needs of all pupils including those pupils with an EHC plan. We aim to ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. The EYFS curriculum will promote the learning and development of our youngest children within our Nursery (2-4yrs) and the Reception class. Pupils in the EYFS have their development guided to ensure they complete EYFS ready to benefit fully from the opportunities offered in Year 1.

### **Ethos**

Westonbirt Prep is a happy, safe, caring, supportive and inclusive school in which academic success and personal development are the major outcomes of our educational experience. Our curriculum and extra curriculum are designed to motivate, engage and challenge, develop passions and equip our pupils with the skills and character they need for the future. Our curriculum and extra curriculum provide the means for communicating and making decisions. Pupils learn to become more independent, disciplined and adaptable learners, thinkers and leaders who know how to succeed and persevere. We value and encourage individual talents and interests and provide opportunities for pupils of all ages and aptitudes, including those pupils with additional needs, to develop these through our inspiring and challenging curriculum. The curriculum, policies and schemes of work at Westonbirt Prep do not undermine the fundamental British values.

### **Wellbeing**

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listen to children are key to pupil wellbeing. The PSHE and SMSC curriculum are incorporated within Westonbirt Prep's age-appropriate Personal Development curriculum. This includes the teaching of RSE, mutual respect and tolerance of those with different faiths and beliefs or opinions. PE and sport help pupils' understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness, build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

### **Leadership**

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.



### **Implementation of the curriculum**

#### **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each phase. This indicates what topics are to be taught in each term and to which groups of children. We review the long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each subject and topic. We follow the National Curriculum guidance along with the enhancement of our own, Westonbirt Prep, skills and knowledge schemes.

Our short-term plans are those which teachers write on a weekly basis for maths and English. We use these to set out the learning objectives for each session, inform future planning and to identify any resources and activities to be used.

All teachers are responsible for planning, evaluating and teaching in their classes.

#### **The Role of a Subject Leader**

The role of the subject leader is to:

- provide a strategic lead and direction for each subject;
- support and advise colleagues on issues related to each subject;
- monitor standards and expectations of teaching and learning, pupils' progress and the provision in the appropriate subject area; and
- provide efficient resource management for each subject.

At Westonbirt Prep School, we work with a collaborative approach to ensure that we keep up to date with developments in subjects, at both national and local level. This is facilitated by individual teachers taking an overview of one or more subjects, according to expertise, training and interest. The subject leader reviews the way in which subjects are taught across the school and plans for improvement using an analysis, build then cultivate approach (ABC). Wherever appropriate, this development planning links to whole-school improvement objectives. Each subject leader (alongside the Deputy Head, academic) monitors provision; including curriculum plans, content and progression through a set of WBP skills for each subject.

#### **Individualised Learning and Impact**

Our aim is that through the delivery of our curriculum, children will develop the following skills that we believe to be crucial for future success and wellbeing:

- Articulate and confident speakers
- Respect
- Reflection
- Independence
- Creativity
- Risk-taking
- Thinking and considering
- Resilience
- Being active and motivated
- Problem solving



- Making choices

Our aim is that all children, including those with SEND or additional needs, will leave Westonbirt Prep School prepared for the next stage of education, with core skills embedded. We will measure the impact of our curriculum through standardised testing, pupil voice, careful work scrutiny and comparing skills across the school to assess whether they are progressive.

The individual needs of all pupils are identified through effective review of assessments, classwork, observations and individual discussion with pupils, parents and the SENDCo. Specific measures are in place to support pupils who have been identified as having SEND, AG&T or EAL. Effective scaffolding in the classroom supports individual pupil learning, including those pupils with an EHC plan and those with additional needs.

### **Curriculum subjects**

Curriculum subjects are taught weekly unless otherwise stated on year group timetables. Subjects currently taught at WBP school are:

- English
- Maths
- Science
- Computing
- Art
- DT
- RE
- History/Geography (Topic/Humanities)
- Drama
- Swimming/PE/Games
- Forest School
- Modern Foreign Languages
- Music
- PSHE/SMSC/RSE (Personal Development)
- EYFS Statutory Framework 2023

All subjects are supported by the WBP subject planning sheets to ensure the differentiated and progressive delivery to pupils. The needs of each pupil are supported through scaffolding and teaching to a variety of learning styles, namely visual, auditory and kinaesthetic. Across the school, EYFS to Year 6, practitioners plan and guide what pupils learn through effective teaching, playing and exploring, active learning & creating and critical thinking skills. The curriculum and planning is adapted to the needs of each individual child, including those with SEND, those with EHC plans, additional needs, the most able and those who have English as a second language. Pupil needs are identified within the school SEND register and provision map which is updated regularly. Year group timetables are available to show curriculum provision.

The fundamental British Values and the nine protected characteristics thread through our curriculum and are a regular focus during our Thinking Thursday assemblies. Across the school, an emphasis is placed on hook days, cross curricular links and learning supported by high quality texts and other quality experiences. These experiences, alongside the curriculum, enable pupils to acquire speaking, listening, literacy and numeracy skills. Whole school themes, such as World Book Day, Children in Need and Black History month are all supported within our curriculum.



The EYFS curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. All seven areas of learning are provided in the EYFS programmes of study. These are inter-connected to include:

- The three Prime Areas of Communication & Language, Physical Development and Personal, Social & Emotional development.
- The four Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts & Design.

### **Feedback to pupils**

Feedback to pupils to enable them to develop as learners, is outlined in the Feedback to Pupils Policy.

EYFS practitioners make holistic, best-fit judgements against the early learning goals, in readiness for Year 1. Next steps for pupils are identified and guided through subsequent activities (EYFS policy).

### **Assessment**

#### **Rationale for assessment**

Assessment is a key tool in ensuring that children progress academically. It is used to: measure attainment; plan for future teaching and learning; highlight gaps in knowledge; identify those children who need stretching or additional support; inform future school choices and to report a child's learning to their parents. We use a wide array of assessments and pupil tracking. The traditional 'test' format, or summative assessment provides insight into exam technique, prepares children for future exams and assesses independent recall of curriculum content. Formative assessment is ongoing and teacher led. This can be taken from observations, book work and independent tasks and can be gathered from written or verbal feedback from a child. As a school, we believe that it is vital that we use a combination of all of these methods to truly assess a child. A wide variety of assessment is put in place and all of this feeds into a bigger picture of where a child's attainment sits against an age-related expectation. Where data is analysed for individual children or groups, this informs the next stages of teaching and learning for that child or group and provides valuable information for report writing and parent consultations. Pupil progress is regularly tracked and any interventions or challenge is noted.

#### **Timings and reporting**

The school has an annual assessment schedule to enable regular monitoring of pupil progress. Using this data and ongoing pupil progress tracking, the need for interventions and challenge are identified. These may be individual, small group or class interventions and can be delivered in a wide variety of forms, including learning support, at which point the dialogue would include the SENCO. These interventions are regularly evaluated and documented on the pupil progress tracker and provision map to reflect their effectiveness. When we have a clear picture of a child's attainment across the board, this generates a statement of attainment linked to grade:

- Significantly exceeding age related expectation
- Exceeding related expectation
- Achieving expected age related expectation
- Working towards expected age related expectation

Communication between teachers and parents remains open throughout the year, along with grades being communicated during parent consultations in the Autumn and Spring terms, through report



cards in December and full reports in the Summer. These are the overall judgements which have been made using assessment data and teacher judgements.

### Administering assessments

PIRA and PUMA Assessments (Progress in Reading Assessment and Progress in Maths Assessment) are conducted termly. They are a reading comprehension and a broad ranging maths assessment. The tests vary in length from 30 minutes to 60 minutes and the support given reduces as the age of the student taking the exam increases. Results are reported as standardised scores with the age related expectation being 100 and the maximum score 130. This is the main form of summative assessment and is preparation for exam technique, as well as an indication of progress in this area for the child and a tool to inform planning for the teacher. The needs of pupils with SEND are taken into account and suitable provision or adaptation put in place.

The summative assessment papers form only a snapshot of assessment for an individual child and results feed into the reporting of an overall grade to the parents. Results can vary and sometimes be inconsistent due to the age of the children, the content of the paper and developing exam technique. For this reason, the assessment score is used as part of a bigger picture and not as a stand-alone grade.

### SWST – Years 1-6

The single word spelling test is completed by Years 1-6 twice per year. It produces a ‘spelling age’ for consideration against a child’s chronological age. It is not a test that is revised or studied for but a test that tests knowledge of phonics and spelling rules.

### Unaided Write – Rec-Y6

Unaided writes are a tool used to assess what children include in their writing across a wide variety of genres. The genre will change each term and the class may have covered the particular format recently but not immediately before the unaided write. It is an independent task and a portfolio is generated for each child throughout the year and through the child’s time in school to highlight their progression and breadth of coverage. Each piece is considered against age related objectives in writing and graded as a best fit using the statements mentioned previously.

### EYFS Good Level of Development (GLD) score

This is a summative assessment judgement which is made for each EYFS child at the end of the Reception year. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1.

### 11+ and CATs (Year 4 and 6)

CATs (Cognitive Ability Tests) are taken online during the summer term of Year 4 and in January during Year 6 (Senior School entry assessment). The scores generated produce standardised scores in a number of areas and are designed to indicate ‘potential’ achievement levels. They are used to support decisions around 11+ and grammar school entry and to measure the attainment of children in school against these predictions. The 11+ is sat externally by children who wish to apply to grammar schools.

### Monitoring and review

The Head, Deputy Head and team are responsible for monitoring the way in which the school curriculum is delivered and reviewed. This is overseen by the Wishford Director of Education &

## 7P PREP CURRICULUM POLICY



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Compliance. The Director of Education & Compliance and members of the Wishford Board oversee the quality of education, liaising with the Head and Deputy to confirm the school's judgements. The Director of Education & Compliance also liaises with the SEND coordinator and monitors the way in which special needs are addressed.

The Head and DH are responsible for the day-to-day organisation of the curriculum. The quality of planning, delivery of lessons and learning outcomes is monitored on a regular basis through learning walks, work scrutiny, pupil interviews and lesson observation, including peer observation for best practice.

The Senior Leadership Team and Subject Leads monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject Leads also have responsibility for monitoring the way in which resources are used and managed and advise on what is needed.

This policy is monitored by the senior leadership team and overseen by the Wishford Director of Education & Compliance. It will be reviewed annually.