



BENEDICT HOUSE PREPARATORY SCHOOL

CURRICULUM POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Benedict House Senior Leadership Team

Policy approved by: Craig Wardle – Headmaster

Review date: 31/08/2022



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Next review date: 01/09/2023

Reviewer's Signature:

Approver's Signature:

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Introduction

The curriculum includes activities planned and organised by senior leaders and class teachers to promote learning, encourage growth and aid development. It includes not only the requirements of our curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the lifelong learning experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Mission Statement

We share a desire to find and recognise individual talents, to deliver a broad education and to provide a rich tapestry of teaching strategies, learning experiences and skill. These will in turn prepare the children for their future lives in a fast-moving and challenging world.

Our school environment is filled with laughter and fun, where each child is encouraged, nurtured and motivated at every turn. When your child joins Benedict House Preparatory School, he/she will be prepared for each new challenge he/she faces.

Ethos

At the Benedict House Preparatory School, we provide a high quality, broad and balanced curriculum, enriching all the children in our care. We believe that the child remains at the centre of all learning and teaching. We foster caring attitudes, consideration and appreciation of others, and value and encourage respect for all cultures and religions. All our staff spend time developing self-esteem, self-discipline and independence in the children. Our children are encouraged to take pride in their achievements, which are recognised and rewarded. We create a happy, caring, positive and welcoming environment in which all our children can learn and achieve together. The Benedict House Preparatory School places a great emphasis on the whole school working together to achieve a successful environment for learning and life. A child's mental well-being is at the centre of what we do here at Benedict House Preparatory school.

Values

Our school curriculum is underpinned by the values that we hold dear at our school, which includes actively promoting the Department for Education's five-part definition of British values - democracy, the rule of law, individual liberty, mutual respect and the tolerance of those of different faiths and beliefs. At our school these fundamental values are reinforced in every aspect of school life: on the sports field and playground; in classrooms and corridors; in interactions between staff and the children and in communication with others. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.



We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Curriculum Aims and objectives

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of literacy, numeracy and information communication technology (ICT)
- To ensure that all pupils are taught speaking, listening and numeracy skills
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society changes over time
- To help children understand Britain's cultural heritage and the vast diversity we find in a modern and culturally diverse community.
- To enable children to be positive citizens in society who will be able to contribute to society
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To enable children to develop a love of lifelong learning.
- To ensure that all pupils have equal and fair access to the curriculum with regards to the protected characteristics

Organisation and planning

We plan our curriculum in three phases.

A long-term plan

We agree a long-term plan for each year group. This indicates the topics taught in each term and to which groups of children. This acts as an 'at a glance' to give a brief overview of topics covered.

Medium-term plans

These give clear a guidance on the objectives to use when teaching each topic. In the Early Years the planning follows the Foundation Stage Curriculum. We use national schemes of work as guidance for much of our medium-term planning in subject areas. In Key Stage One we use our own schemes of work, created by the coordinators for those subjects and based on the National Curriculum.

Short-term plans (weekly planning)



In the EYFS, planning is organised in a similar but slightly different way to reflect EYFS requirements, but will still include objectives and assessment criteria for each lesson:

All short-term plans are saved on the shared staff drive so that all staff have access to them for teaching, learning and monitoring processes.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents, the Special Needs Teacher and any other outside agency staff involved.

If a child has a specific need, our school does all it can to meet these individual needs. In most instances the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children with special needs where appropriate.

The S.E.N.C.O. in consultation with the class teacher provides an IEP for the individual child. This sets out the nature of the special need, and outlines how the school, the pupil and the parents will aim to address the need(s).

Gifted and Talented Pupils

Children identified as being on our gifted and talented register will, in most instances work in the class. The teacher will differentiate work appropriately and is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children where appropriate. There are opportunities in KS1 when classes are set, for gifted and talented boys to work in small enrichment groups to extend learning.

Assessment

Effective assessment provides information to improve teaching and learning. We give the children regular feedback on their learning so that they understand what it is they need to do better and provide an opportunity for self-evaluation.

We use assessment to inform planning, self-evaluation and future school development.

The Foundation Stage

Our Foundation Stage is made up of Pre-Reception and Reception.

The Statutory Guidance of the EYFS and the non- statutory recommendations from Development Matters guides the teaching and learning in the Early Years. The four themes of the EYFS (positive relationships, unique child, enabling environments and learning and development) underpin the guidance of the EYFS.

The characteristics of effective learning: Playing and Exploring, Active Learning and Creating and Thinking Critically, move through all areas of learning and are interrelated.

Early Years Foundation Stage Curriculum

The 3 Prime Areas of Learning:



We provide experiences and support to enable children to develop a positive sense of themselves and of others. We support children's emotional well-being, helping them to know themselves and what they can do. We also help children to develop respect for others, social skills and a positive disposition to learn.

Communication and Language(C&L)

We support children's learning and competence in communicating, speaking and listening and understanding the language they hear around them. We also work to give them the confidence, opportunity, encouragement, support and disposition to use their skills in a range of situations and for a range of purposes.

Physical Development (PD)

We encourage the physical development of the children through offering opportunities for them to learn through being active and interactive, improving their skills of coordination, control, manipulation and movement. We aim to encourage use all of their senses to learn about the world around them and to make connections between new information and what they already know. Furthermore, we support children in developing an understanding of the importance of making healthy choices in relation to food, exercise and rest.

The 4 Specific Areas of Learning:

Literacy (L)

Children are stimulated to foster a love of books and reading in all its forms. Children are taught to have the confidence to decode and encode regular words and recognise irregular words in a variety of texts offered at their individual levels. The phonic programs of Letters and Sounds and Jolly Phonics forms the main basis for teaching reading and writing in the Early Years. Developing the confidence to attempt writing captions, simple sentences and other written forms is an important objective for our youngest pupils.

Mathematics (M)

Presenting the concepts of mathematics in a meaningful and practical way helps foster a curiosity about numbers, shapes, space and measures. Encouraging children to think, try out ideas and solve simple problems using a variety of apparatus as well as learning to record numbers etc on paper is developed throughout. This goes hand in hand with the teaching of the correct mathematical vocabulary to support learning in Mathematics.

Understanding the World (UW)

In supporting children's development of the crucial knowledge, skills and understanding that help them to make sense of the world we offer opportunities for them to: learn to use a range of tools safely; encounter and care for creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials. In this area of learning children are also introduced to a range of technology and begin to recognise how these are used in our daily lives.

Expressive Arts and Design (EAD)



At the Benedict House Preparatory School we believe that these seven areas are of equal importance and are inter-dependent in promoting the development of a rounded child. We are also mindful of the school's position as a pre-preparatory school, preparing children for the transition to Year 1. It is our aim that this preparation and development across all areas of learning are delivered through planned, purposeful play-based activities, with a balance of adult and child-led activities.

Reporting to Parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We have a curriculum evening at the start of the year to inform parents about regular routines, events and the specifics of the curriculum for that year group. This is supported by the curriculum handbooks.

We have one formal written reports each year. Targets are given each term to support the discussion had during parental consultations.

There are formal parent's evenings each term, giving parents the opportunities to discuss the reports and their son's progress. Should an issue arise; teachers meet with parents during the year as and when necessary. We operate an open door policy and encourage communication.

Monitoring and Review

The Head teacher in conjunction with the Directors of Teaching and Learning and Class Teachers are responsible for monitoring the way the school curriculum is implemented.

Directors of Teaching and Learning and Class Teachers are responsible for the day-to-day organisation of the curriculum. The Directors of Teaching and Learning monitor the planning for class teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

The Benedict House Tapestry

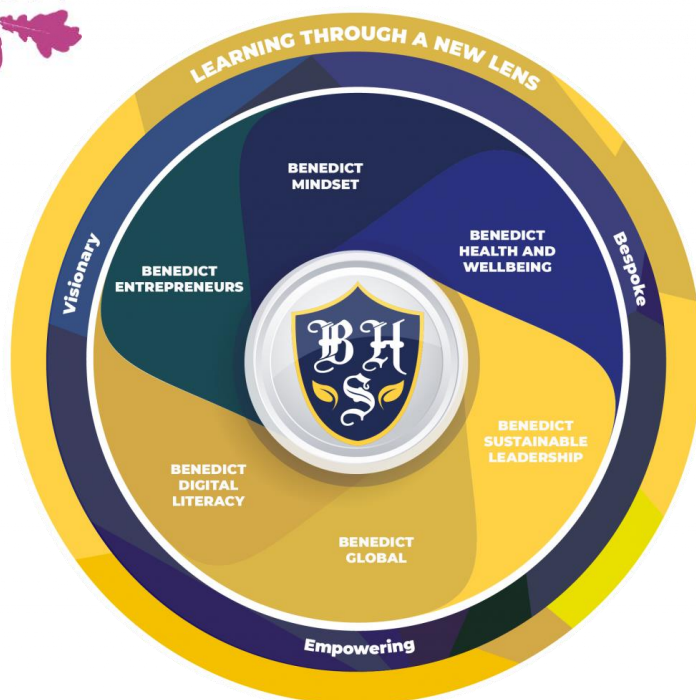
At Benedict House Preparatory School we believe in the individual.

We believe in understanding and acknowledging their learning mindset and their approach to learning. We believe in adapting the curriculum to the needs of the individual and not the other way round.

At Benedict House Preparatory School we take the UK National Curriculum and weave our own, unique threads to create a truly bespoke, Individualised learning framework that is tailored to our school's specific needs, culture and the aspirations of our children.

We call our bespoke learning framework The Benedict House Tapestry.

Our school's community and learning is rooted and shaped by our bespoke tapestry of six strands:



MINDSET

Developing a life-long learning mindset is central to The Benedict House Tapestry. We ensure our students are open-minded, inquisitive, and able to make the most of their choices and talents.

DIGITAL LITERACY

Our students will be able to access and engage with the digital world at their fingertips. They will learn how to consume, understand, and produce digital work to compete in and contribute to a digital world.

HEALTH AND WELLBEING

With the support of Happy Space, a mental health and wellbeing charity, our learning approach equips our students with the toolkit to develop their minds, their passions, and their resilience.

GLOBAL

Every one of our students will feel at one with the world in which they live and develop a deep understanding and empathy for all cultures and societies.

ENTREPRENEURSHIP

The Benedict House Tapestry integrates future-focused learning and transferable skills in entrepreneurship and innovation in collaboration with 8Billionideas.

SUSTAINABILITY

We help our students to develop a deep understanding of issues that face mankind today and to be responsible stewards of our planet

Date	Position	Name of Reviewer	Signed	Date of next review
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01/08/21	 Head of School	Andrew Forbes	<i>Forbes</i>	Sept 2022
01/09/22	Headmaster	Craig Wardle	<i>Craig Wardle</i>	Sept 2023
01/09/23	Headmaster	Craig Wardle	<i>Craig Wardle</i>	Sept 2024