Prep Curriculum Policy

Introduction

This document should be read in conjunction with the over-arching Perse 3-18 Curriculum Overview and together with the policies, procedures and documents referenced below. This policy gives more details on The Prep implementation of the 3-18 curriculum overview for Years 3-6.

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Curriculum Overview

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extracurricular activities that the school organises in order to enrich the experience of the children. It also includes what the children learn from the way they are treated and expected to behave. The curriculum at The Perse Prep School is tailored to the ability of our children and therefore extends beyond the National Curriculum. It provides a broad and balanced academic curriculum set in the context of generous time for games, extracurricular activities and opportunities for pupils to develop their social education.

The Prep curriculum is designed to implement the aims of a Perse education, as specified in the 3-18 curriculum overview. At its heart, lies our school's vision and values:

School Vision:
The Perse's purpose is:
"We make the future better"

We do this by being:

- An inspiring school that promotes intellectual curiosity, nurtures scholarship, and fosters a lifelong love of learning through outstanding teaching, a stimulating curriculum and by making the most of our Cambridge location.
- A caring school that supports pupils, staff, volunteers, the wider community, and the environment by maintaining high professional standards, being kind and considerate, valuing diversity and acting sustainably.
- A balanced school that harmonises the academic, pastoral, and extra-curricular to enable the growth and flourishing of young people equipped with the agency, life skills, character, responsibility, resilience and perspective needed to lead fulfilling lives.
- A philanthropic school that through fees assistance, partnerships, community projects and charitable giving, creates opportunities and provides support to those in need.
- An ambitious, innovative and reflective school that is pupil focussed and committed to high standards and continuous improvement.

Our success is rooted in our commitment to:

a) deliver an inspiring education through a stimulating curriculum, outstanding teaching and learning, independent research, our Cambridge connections, and an international outlook which promote intellectual curiosity and scholarship. These facilitate excellent public exam and university application outcomes.
b) provide high quality pastoral care to meet individual needs, and support the development of happy, balanced, and considerate pupils
c) offer a rounded education, rich in rewarding extracurricular activities which provide enjoyable opportunities for pupils to develop agency, character, life skills, responsibility, resilience, and perspective
d) maintain a safe, caring, and flourishing community in which pupils develop a positive moral framework, recognise the importance of wellbeing, develop an understanding of the law, and an appreciation of the spiritual dimension to life
e) value one another through a commitment to high professional standards, integrity, kindness, care, consideration, inclusion, equality and diversity.
f) value the environment by caring for our sites, the wider environment, and by acting sustainably
g) provide high quality training, support, and encouragement for all staff to ensure ongoing personal and institutional development
h) provide means tested fees assistance to ensure The Perse is accessible, and support those outside the School through community, partnership and charitable works
i) maintain strong and sustainable finances to fund all of the above

A Perse education is 3 dimensional, and all pupils and teaching staff are expected to contribute to the School's academic, pastoral and extracurricular programmes.

School Values:

Endeavour

- We aim high and challenge ourselves.
- We try our best and are not afraid of making mistakes.

Intellectual curiosity and scholarship

- We love learning, thinking deeply and being creative.
- We welcome reasoned debate.

Breadth and balance

- We are involved, engaged and committed.
- We take full advantage of the opportunities we are given.

Valuing one another and our environment

- We each play our part in creating a strong school community.
- We believe in ourselves but are considerate and down to earth.

Curriculum Aims

At The Perse Prep our curriculum aims to:

- Give full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensure all pupils have the opportunity to learn and make progress
- Allow pupils to acquire skills in speaking and listening, literacy and numeracy.
- Provide subject matter that is appropriate for the ages and aptitudes of pupils, including those pupils with a statement, with learning difficulties and the able, gifted and talented.
- Ensure, where a pupil has a statement, education is provided which fulfils its requirements.
- Develop the whole child, spiritually, morally, socially and culturally and includes personal, social and health education which reflects the school's aims and ethos.
- Extend beyond the boundaries of the school day, reinforcing the concept of lifelong learning and the links between home and school.

Access, Equality, Anti-discrimination

The school's commitments and policies are outlined in:

- The Prep Admissions Policy
- The 3-18 Equal Treatment Policy
- The 3-18 Disability Policy
- The 3-18 Equality, Inclusion and Diversity Policy

Health and Safety in the Curriculum, Behaviour, Educational Visits and Anti-Bullying

The school's commitments and policies are outlined in:

- The 3-18 Health and Safety Overview
- The 3-18 Anti-Bullying Policy
- The 3-18 Educational Visits Overview
- The 3-18 Behaviour Overview

Curriculum Structure and Subject Breakdown

The curriculum for all children comprises Art, Computer Science, Digital Literacy, Drama, Design Technology and Engineer (DTE), English, French, Games, Geography, History, Maths, Music, PE (including swimming and outdoor education), PSHE, RE and Philosophy and Science. All children also have one form lesson per week with their Form Teacher, known as Form lesson, and another of Emotional Wellbeing.

In a strand called 21st Century Skills, Year 4 have a weekly lesson of Oracy, Year 5 have a lesson of Perse Global Perspectives and Year 6 have a lesson of Linguistics.

A full breakdown of curriculum subjects can be found in the Prep Staff Handbook.

Departments review schemes of learning annually in conjunction with the Assistant Head (Academic) to ensure consistency and progression of content and learning. Annual or biennial 3-18 meshing meetings are arranged between related subject representatives in The Pelican, Prep and Upper schools to give particular attention to wider 3-18 subject discussion together with meshing and continuity matters in scheme of work content.

Each subject of the curriculum has a Handbook, schemes of learning and policy documents stating:

- The aims and objectives for teaching and learning in that subject.
- The schemes of learning to be followed by each year group.
- Teaching strategies to be employed in delivering the curriculum.
- Methods of assessment and recording.
- Resources available.
- How all children will be catered for (LS, AGT and IED considerations).

More specific grouping is used in Maths (from an appropriate point in Year 3 and throughout Year 4, 5 and 6) to facilitate more particular adaptation.

Planning the Curriculum

The curriculum is planned in three stages:

1. Long term plans have been drawn up by Heads of Department to cover each year group. These plans work alongside government recommended planning to ensure a broad, encompassing curriculum and have been created to facilitate cross-curricular links.
2. Medium term plans are produced by Heads of Department and subject teachers. They state clearly the specific learning objectives which will be covered, give suggestions on how to cover them and explain how they will be assessed. This level of planning is very detailed and is kept electronically in department Sharepoint sites.
3. Short term planning is produced by class teachers to enable them to deliver what is in the medium-term plans for their specific group of children. Short term plans will include adaptation, showing how the less able pupils will be supported and how the more able pupils will be challenged. They include the learning objectives (WALTs), a basic explanation of the work to be covered and resources necessary. Basic short-term planning is generally prepared a week in advance but can be updated as the week progresses. Different resources, learning objectives, levels of support or expected outcomes are means of adapting our provision, as are enabling

questions, individual target setting and giving prior knowledge or help about topics to be covered. Short term planning will include consideration of how other adults in the room are to be utilised.

In addition to the planned curriculum, enriching experiences such as History days, concerts, school plays, sports activities, visits from authors and school visits are planned to enhance the learning experience.

Teaching and Learning

At The Perse Prep School, we recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is also entitled to experience a variety of teaching and learning styles, which enable them to achieve their full potential. We aim, through successful teaching and learning, to develop the whole child and to enable our students to become lifelong learners.

All teachers have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met.

We recognise that continued professional support and training at whole school, department and individual level is essential to empower staff to deliver effective learning experiences.

Pupils' learning will be monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding. They should demonstrate their ability to apply intellectual, physical or creative effort to their work. The pupils should work at a good pace and be productive. They should show an interest in their work and be able to sustain concentration and think and learn for themselves. Pupils should understand what they are doing, be aware of how well they have done and know how they can improve.

During the lesson, teachers will be checking for understanding by listening to pupils and asking challenging questions. The teacher will ensure they involve all pupils and that high standards of effort, accuracy and presentation are encouraged. At the end of the lesson the pupil outcomes will normally be consistent with the objectives set at the beginning. These objectives are made clear through the use of WALTs, either visually shown throughout the lesson or written on the pupil's work.

Teachers are expected to ensure that their lessons and/or activities:

- Inspire, motivate and challenge pupils as a result of high expectations.
- Have clear aims (WALTs) and purposes which are shared with the children.
- Are well-structured, planned (with high quality resources) and timed, making good links to previous and future learning.
- Cater appropriately for the learning of pupils of differing abilities and interests.
- Ensure the full participation of all pupils.
- Incorporate regular feedback to pupils through thoughtful marking and discussion with pupils.
- Help pupils to form useful assessments of their level of attainment and what needs to be improved.
- Provide oral/written feedback to the children that enables them to develop their learning further.
- Involve teaching strategies which:
    - Suit the subject matter as well as the pupils.
    - Ensure pupils apply themselves with purpose and self-confidence.
    - Encourage pupils to display and develop learning skills as well as knowledge and understanding.
- Encourage pupils to demonstrate independence and autonomy.
- Utilise AFL strategies and assess pupils both for summative purposes (to measure how well they have achieved) and on an on-going formative basis to lead future planning.

Assessment, Marking and Presentation

Assessment of pupils is on-going during lessons, and teachers will constantly assess pupils through:

- Observing pupils at work.
- Listening to pupils as they take part in discussion.
- Questioning.

- Setting tasks.
- Testing.

Full details of the testing carried out through the school can be found in the Assessment Policy.

Assessment will improve learning and raise achievement if it is planned for. It works most effectively when pupils are actively involved in their own learning (this would include discussions with pupils, individually and in small groups, and the setting of individual targets). It should be used to inform future learning targets and consequently adjusts teachers' planning and teaching. Importantly, it should celebrate achievement and provide effective feedback to children through marking.

The Prep's Assessment and Marking Policies are compliant with the 3-18 assessment and marking overview and are also complemented by Department Handbooks and other compliant departmental policies. Presentation expectations can be found in the Presentation Policy.

Homework

Learning at home is an essential part of good education. Regular homework is important as it helps the pupils work towards improving important skills and is set to complement work done at School. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

The aims of setting homework are:

- To develop a home-school partnership
- Consolidate and reinforce skills and understanding
- Extend school learning

The setting of homework is supported in the following ways:

- All homework set is appropriate for the children it is aimed towards. The tasks are manageable in the time allowed and adapted in order to appropriately challenge and support.
- Teachers will ensure that homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning.
- Reading is expected every night with a defined slot for "other learning" including practising spellings, learning vocabulary or lines for plays etc, although this is often completed through the week. In all years, English and Maths set a weekly task.

The time per week spent on the main homework tasks is flexible depending on the nature of the work, but generally is as follows:

- Years 3 and 4 - up to 30 minutes
- Year 5 and 6 - up to 40 minutes

The children are expected to organise their time in whichever way they feel is best and teachers monitor progress regularly.

The Homework Policy is promoted throughout the school and its implementation and effectiveness is reviewed annually. A copy is in the Staff Handbook and Parent Handbook to ensure that teachers and parents are completely clear about what is expected of pupils in terms of homework and how it should be organised and managed.

Parents are encouraged to play a role in homework adaptation by advising when a homework has taken more than 10 minutes longer than the allocated time with the parental option to 'sign off' the homework at that point or assist the child in fixing on a pragmatic conclusion.

Opportunity to learn and make progress for all pupils

The school is committed to a high-quality educational provision for all of its pupils in order to facilitate continual progress and learning whilst at the school. Pupils' needs are individually assessed wherever individual circumstances or needs are suspected of impeding or challenging that learning and support provision is led by The Junior Division Head of Learning Support under the 3-18 Head of Learning Support. Individual Learning Support Profiles with a description of the difficulty and guidelines for support

are provided to teachers who are aware of those identified students and incorporate suitable, suggested teaching strategies into their teaching. English as an Additional Language (EAL) scenarios are included in this support framework.

Related Documentation:

- Policy on Special Educational Needs (SEN) (or SEND) and English as an Additional Language (EAL) policy
- 3-18 Able, Gifted and Talented provision overview
- 3-18 IE&D Policy
- 3-18 Equal Treatment Policy
- 3-18 Accessibility Plan

Extended support planning and assistance is provided through the School's pastoral structures in the event of individual circumstances disrupting a student's educational provision. Examples might be where a student is hospitalised, is unable to participate/attend all lessons or has extenuating home circumstances. Arrangements are also in place to allow children to continue learning in the event of global health pandemics.

Inclusion, Equality and Diversity

The Perse Prep School is committed to providing a teaching environment conducive to learning, as outlined in our 3-18 Policy on Equal Treatment and our 3-18 Policy on Inclusion, Equality and Diversity. Each child is valued, respected and challenged regardless of ability, sex, sexual orientation, gender, race, religion or beliefs, age, social background or culture. Each department considers these issues in context. Explanation is provided in each department's handbook.

Meeting the Needs of Able Children

Due to its selective nature, the school considers ***all students to be 'able' in one respect or another***. Therefore, the school does not maintain any separate gifted registers as these are considered divisive and unhelpful for our school in the context of our intake. The Perse Prep curriculum is designed to meet the needs of all learners and will provide appropriate stretch and challenge for all its ability groups. It often goes well beyond nationally expected levels of achievement.

Within each class, there will be some pupils more ***able*** than others ***in that class***. Teachers should be aware of the more able children within that context of class and subject and be able to justify their judgements (e.g. from homework / assessments or baseline results). In class, adaptation is used to ensure that children identified as ***able*** in that context are extended and stretched relative to peer work where appropriate. Departments coordinate opportunities for provision for able students through scheme of work and handbook content. A good lesson makes every student think and gives every student an opportunity to 'go further' including outside of class.

The curriculum is constantly evolving in order to accommodate the needs of our children. Maths is grouped in Years 3, 4, 5 and 6, in order to ensure a more specific curriculum can be followed to stretch our most able children whilst supporting our less able pupils and to cater to all learning styles. In all subjects, the curriculum is enriched to support and challenge all learners using many resources, often extending children at least a year beyond their chronological age.

Other clubs as part of the extracurricular programme offer stretch and challenge opportunities for the interested groups (creative clubs, IT clubs, language clubs, debating and publishing, performing arts and sport).

Baselines Insight assessments (Midyis Independent and Alis are used at The Upper) are used to flag those children scoring 130+ for awareness although this flag is not intended as a register in itself; teachers maintain their own lists of identified able students within the class.

Some homework tasks (for example open-ended assignments such as the Year 6 Independent Study slot) offer children the chance to demonstrate real breadth and depth amongst the most able.

Children who need Specific Learning Support

Those children who have been identified to need specific learning support are supported in several ways within the curriculum. Adaptation within medium- and short-term planning ensures resources and tasks are provided to allow full access to the curriculum. Often ICT resources such as laptops may be used to aid those who need extra support. The Junior Division Head of LS works closely with the Assistant Head (Academic), teachers and Heads of Departments to ensure these children are identified and guidelines given to aid their academic development within the curriculum. More detail on this can be found within the Learning Support Policy.

Adaptation and Progression within the Curriculum

To ensure there is smooth progression within The Perse Prep curriculum, Heads of Department meet regularly with their Department to discuss the curriculum and the specific needs of the children. The development of the curriculum is a collaborative process but is overseen by the Head of Department to ensure all aspects of their subject are covered and reinforced throughout a child's progression within the School. It is ultimately the Head of Department's responsibility to ensure the medium-term planning complies with this need.

Progression between The Pelican and The Upper is explained within the 3-18 Curriculum Policy.

Teacher-led adaptation is encouraged and expected within every classroom as outlined in our Quality of Education policy. This adaptation can often be flexibly and subtly administered within every lesson and teachers are encouraged to regularly reflect on the range of simple methods that are available to deploy this within their teaching. Schemes of learning are particularly designed, suiting the nature of our school, to support top-end adaptation and extension, giving teachers a range of extension opportunities, questions, material and links to stretch and challenge all pupils.

The Perse curriculum is particularly designed to stretch the most able students, and to provide appropriate challenge and high expectations for all its ability groups. This often goes well beyond nationally expected levels of achievement. The school aims for academic *enrichment* alongside *extension* and we integrate opportunities into all departmental schemes of work.

Spiritual, Moral, Social and Cultural Development, PSHE and Economic Education

Form lessons, Emotional Wellbeing, daily form time, PSHE and RE are all included within the timetable as specific times where spiritual, moral, social and cultural issues are raised and discussed. British values, such as promoting respect for others, are promoted. In addition, each Department ensures its curriculum is balanced in the SMSC areas, giving children the opportunity to discuss social and moral issues within different subjects and taking account of the wide range of cultures within our society. The Department Handbooks give specific examples of these opportunities within each subject, plus how IE&D considerations are taken into account.

Alongside academic development, wider character and emotional development is of equal importance to the school, as demonstrated by our underlying school values. An underlying resilience alongside a freedom to 'fail' and improve through a process of repeated 'failures' is essential to a healthy education and is particularly important in a high-achieving environment in which all individual successes, often of very different types and magnitudes, need cherishing and celebrating. The school values 'one another' not just because of what we do but because of a fundamental belief in the value and worth of each individual.

PSHE and economic education at The Prep reflects the School's aims and ethos and encourage respect for other people.

The Role of ICT

ICT should be planned in two ways. One is in the teaching of computing skills (such as programming) and software in Computer Science or Digital Literacy lessons. The other is where ICT is used to enhance the teaching of other subjects, such as putting in data to produce graphs in Maths lessons or using PowerPoint to present information in History. ICT is used to track pupil progress, to enhance work for display, for writing reports, producing worksheets, research and for bringing the outside world into the classroom.

Monitoring, Evaluation and Review

The teaching and learning provision at The Prep is systematically monitored by Heads of Department, the Assistant Head (Academic) and the Head. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision.

Information about the quality of teaching is gathered through formal monitoring of teachers in a process of focused observation. The Assistant Head (Academic) and Heads of Department gather information and evidence about teaching and learning through the scrutiny of medium-term plans, by looking at samples of children's work, by classroom observation and by analysis of test results where appropriate (alongside the Head of Tracking). This information is used to inform the annual Development Plans produced by Heads of Departments for every subject and the whole school Development Plan.

During the year, Heads of Departments work to achieve the agreed goals and targets in their Development Plans. They evaluate their success and share progress with the Assistant Head (Academic) in HoD meetings and in a final review meeting between each HoD and the AHA. Matters arising or further ideas for the next year are noted.

This Curriculum Policy is reviewed annually by the Assistant Head (Academic).