



# COPTHORNE PREP

## CURRICULUM POLICY 2024 -2025

**This is a whole School policy and applies to all members of Copthorne Preparatory School including EYFS.**

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<b>Approved by:</b>	Mrs S Coutinho, Chair of Governors

Copthorne Prep School is committed to providing an environment in which all pupils are challenged to be the best they can be, with pastoral care and wellbeing underpinning academic, co-curricular, and sporting excellence.

We believe in providing an education for life and ensuring that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn (metacognition) is a key facet of a Copthorne education and is an essential skill for life in the twenty-first century.

We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance, and genuine interests that extend beyond the confines of the classroom.

At Copthorne Prep School, we focus on developing the whole person, ensuring that each pupil is ready for the opportunities, responsibilities, and experiences of life in British society, further education, and beyond, understanding their responsibilities towards others.

We want our pupils to leave Copthorne Prep well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. Pupils should not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In so doing, we remain true to our founding Christian principles and values.

Copthorne Prep School provides full-time supervised education for pupils of compulsory school age until the end of Key Stage Two, Year Six (11+). Pupils are offered experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education through a programme of activities appropriate to their needs. The curriculum provision at Copthorne Prep School enables pupils to acquire skills in speaking,

listening, literacy, and numeracy; this includes all pupils in the Early Years Foundation Stage (EYFS) setting. In our Flying Start Nursery, this provision includes a programme of activities appropriate to educational needs in relation to personal, social, emotional, and physical development and communication and language skills.

The curriculum enables all pupils to have the opportunity to learn and make progress, including those pupils with learning support needs, those for whom English is an additional language, and the most able. For children whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop. The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities, and experiences of adult life in a manner that is appropriate for children under the age of eleven.

In the EYFS, Year 1, and Year 2, the class teacher, supported by the teaching assistants, is responsible for the delivery of the majority of curriculum subjects. Some subjects such as Art, MFL, Music, Outdoor Learning, Drama, Spanish, French and Sport, including swimming, are taught by subject specialist staff. In Year 3 and Year 4, for the most part, the form teachers are responsible for the delivery of the majority of core subjects. For the rest of the curriculum, pupils are taught by subject specialists. In Years 5 and 6, pupils largely taught by subject specialist teachers.

Teaching and learning occur through a variety of whole class, group, paired, and individual methodologies, utilizing a wide range of approaches from didactic teaching through to independent learning, incorporating technologies such as mobile devices in the form of iPads (see Teaching & Learning Policy) and outdoor education.

For those in the EYFS setting, provision for our pupils is made in each of the following: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.

All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with an Education, Health and Care Plan (EHCP), whose needs are reviewed annually.

The curriculum provides for the teaching of Wellbeing (Personal, Social, Health and Economic Education), which is taught to class groups as a timetabled discrete subject, working concurrently with the Wellbeing (PSHE) policy and schemes of work where further details can be found. The Wellbeing (PSHE) curriculum reflects the school's aims and ethos. The documents work and should be read in conjunction with one another, along with Teaching and Learning, Special Educational Needs/Disabilities (SEND), and the provision for Spiritual, Moral, Social, and Cultural Education (SMSC). The Relationships and Sex Education (RSE) Policy and scheme of work were developed to take into account the recent changes to national guidelines.

Equality, Diversity, and Inclusion have been a core part of the development of all new and reviewed subject areas and topics. Existing subjects and schemes of work have been audited and adjusted where necessary to highlight and promote these values, alongside British Values.

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This policy is available to parents and prospective parents on request from the school office.

## Homework

Pupils in Reception, Year 1, and Year 2 are set daily reading, along with homework tasks as required by their teachers.

Pupils in Years 3-6 are set daily reading, weekly tables and spelling.

## Monitoring

All teaching staff are responsible for monitoring the way the school curriculum is implemented.

The quality of curriculum provision is monitored by the Headmaster and Heads of Department. Pre-Prep and EYFS are overseen by the Head of Pre-Prep.

Standards of academic attainment and achievement are monitored by Heads of Department in collaboration with the Learning Support Coordinator. The educational experience of pupils with EHCPs is monitored by the Head of Learning Support.

## Curriculum Procedure Statement

All children, from the EYFS through to Year 6, will have experience of the following areas:

- **Linguistic:** Developing pupils' communication skills and increasing their command of language through listening, speaking, reading, and writing.
- **Mathematical:** Helping pupils to make calculations, understand and appreciate quantity, relationships, and patterns in number and space, and develop their capacity to think logically and express logical problem-solving sequences clearly.
- **Scientific:** Increasing pupils' knowledge and understanding of nature, materials, and forces, and developing skills associated with science as a process of enquiry, such as observing, forming hypotheses, conducting experiments, and recording findings.
- **Technological:** This aspect of development is taught through Digital EDGE, STEM, Science, Art, and Performing Arts.
- **Human and Social:** Understanding people and their environment, and how human action, now and in the past, has influenced events and conditions. Subjects contributing to this area include Wellbeing (PSHE and elements of RE) and Global Citizenship (History, Geography, and elements of RE).
- **Physical:** Developing pupils' physical control, coordination, tactical skills, and imaginative responses, and helping them evaluate and improve their performance. Knowledge and understanding of fitness and health are also covered in Sport and Outdoor Learning lessons.
- **Aesthetic and Creative:** Involving the processes of making, composing, and inventing. Subjects making a strong contribution to this area include Art, Music, Dance, Drama, and Literature.

## Reception

In the Reception phase, the curriculum is based on the Early Years Foundation Stage, focusing on the seven areas of learning and development covered by the early learning goals. These include:

- **Prime Areas:** Communication and language, physical development, personal, social, and emotional development.
- **Specific Areas:** Literacy, mathematics, understanding the world, expressive arts, and design.

All learning involves carefully planned purposeful play that reflects a balance of adult-led and pupil-initiated activities. Each child is assigned a key person (the class teacher) to help ensure that every child's learning and care are tailored to meet their individual needs.

## **Years 1 and 2**

In Years 1 and 2, the learning and teaching of some subject areas are delivered through a cross-curricular approach.

- **English and Mathematics:** Taught daily.
- **Religious Education (RE):** Includes time for a wide variety of religious festivals.
- **Sport:** Taught by specialist teachers, including swimming, netball, football, and other seasonal sports.
- **Music and Drama:** Taught by specialist teachers, including preparation for performances.
- **French and Spanish:** Taught weekly.
- **Science, History, Geography, and Art:** Taught as part of Global Citizenship.
- **Outdoor Learning and Wellbeing:** Taught weekly.

## **Years 3-6**

As pupils move into Years 3-6, subjects are taught discretely, but where there are cross-curricular links, they are incorporated within the individual curriculum schemes of work. The curriculum is designed to ensure pupils gain experiences that develop their linguistic, mathematical, scientific, technological, human and social, physical, spiritual, aesthetic, and creative education.