



Curriculum Policy

2017/18

CURRICULUM POLICY: 2017/2018

Policy Owner – Deputy Head

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

(To be read in conjunction with our Teaching and Learning Policy).

Forward

At Cophorne we strive to develop **confidence**, provide **opportunity** and realise **potential** in every child.

This mission statement, together with our core values, underpins our curriculum at Cophorne. We strive to offer children the opportunity to realise their potential across the entire spectrum of academic, artistic and physical disciplines which makes up our curriculum, and we recognise that confidence and high self-esteem are essential for a successful and happy learning experience.

1. The Educational Experience at Cophorne

A detailed Teaching and Learning Policy sets out our philosophy and aims and objectives for teaching and learning. At the centre of pupils' educational experiences at Cophorne is our written policy on the Curriculum, which ensures that the policy is supported by appropriate plans and schemes of work, which conform with the Independent School Standards Regulations (ISSR) and

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- (ii) do 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.

The curriculum offered will

- (a) give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- (c) teach personal, social, health and economic education which– (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- (d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that– (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential;
- (e) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (f) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- (g) that all pupils have the opportunity to learn and make progress;

(h) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

2. Our Curriculum Statement

We achieve the aims and objectives listed in our Teaching and Learning Policy by delivering a curriculum that

- reflects the school's mission statement and core values;
- brings knowledge, skills and concepts into the reach of all our children, in exciting and engaging ways;
- promotes an integrated programme of learning across the age ranges, creating an eleven year academic journey for our children, from Nursery to Year 8;
- offers a broad range of subjects, disciplines and skills from the fields of humanities, sciences, languages, creative arts and sports;
- allows for *active* learning across the spectrum of subjects, by allowing for children to question, scrutinise and evaluate the knowledge presented to them;
- incorporates differentiation and personalised learning, so that all pupils' needs are met, from language and learning difficulties to accelerated learning for gifted and talented children;
- allows for cross-curricular learning and teaching wherever appropriate, to encourage children to make connections and develop a repertoire of skills;
- promotes strategies and skills for independent thinking and lifelong learning;
- prepares our students for entry into senior schools, via Common Entrance examinations, scholarship papers and other forms of entry test.

3. Curriculum setting and context

Our curriculum draws its influences, themes and principles from a range of statutory and non-statutory documents and strategies including:

- the Early Years Foundation Stage
- the National Curriculum
- the ISEB syllabus for Common Entrance at 11+ and 13+
- the ISEB syllabus for Common Academic Scholarship
- the assessment criteria for senior school scholarship papers

At all times we seek to combine the very best traditions and values of a prep school education with the themes and principles of a twenty-first century curriculum, so that our children may take an active part in the modern world.

4. The Role of our Heads of Department

Heads of Department are required to maintain the quality of teaching and learning in their subject. Communication with the subject leaders in the Pre-Prep is important to ensure progression through the Key Stages.

The Heads of Department will write the curriculum documents for the Prep School. The curriculum documents for the Pre-Prep are written by the Director of Studies (Pre-Prep). They will be provided to Heads of Department to maintain a consistent curriculum throughout the school.

In all subjects, we strive to find the most effective and efficient ways of bringing the curriculum to every child, through a range of teaching and learning strategies as set out in our Teaching and Learning Policy. Work is matched to ability all children are given work which will challenge, inspire and engage them.

5. Departmental Policy Documentation

The Head of Department, in conjunction with their Pre-Prep Subject Leader, is required to pass to the Director of Studies and the Director of Studies (Pre-Prep) a policy handbook and schemes of work, setting out clearly what is being taught and how and when.

The policy handbooks are stored on our computer network, for all teachers to access, and must contain, but is not limited to, the following sections:

<p>1. OVERVIEW</p> <ul style="list-style-type: none"> - Philosophy / Rationale - Aims - Curriculum overview / syllabus 	<p>4. MONITORING AND EVALUATING</p> <ul style="list-style-type: none"> - Assessments: formative / summative - Recording, tracking progress within the department - Identifying special needs / gifted and talented in the subject - Reporting progress to pupils / parents / staff
<p>2. TEACHING AND LEARNING</p> <ul style="list-style-type: none"> - Syllabus in more detail - Methodology: teaching practices / learning styles - Core skills and concepts across age range - Cross-curricular strategies - Whole school events and initiatives 	<p>5. THE SYLLABUS</p> <ul style="list-style-type: none"> - Nursery to Year 8
<p>3. RESOURCES</p> <ul style="list-style-type: none"> - Staffing - Materials - Facilities - Health and Safety issues 	<p>6. SCHEMES OF WORK</p> <ul style="list-style-type: none"> - Nursery to Year 8

6. Curriculum Provision

6.1. Time allocation:

Pupils at Cophorne receive a full-time supervised education from the ages of 2 to 13. During this time, the number of teaching hours provided are as follows:

Nursery:)
) Information for EYFS classes is provided separately.

Reception:)

Year 1-2: 50 teaching lessons of 30 mins each.

Years 3-8: 50 teaching lessons comprising:
- 50 x 35 mins lessons
Total: 29 hours 10 minutes of supervised teaching.

In addition to this the children in Years 3-8 receive a further 1 hour 10 minutes of assembly time per week and 1 hour 20 minutes of reading and registration time per week.

6.2. Subject allocation:

Our Curriculum for the Pre-Prep currently comprises the following subjects, with weekly lesson allocation indicated:

Subject	Y1	Y2
Eng	12	12
Math	10	10
Sci	3	3
DT	1	1
ICT	1	1
Humanities	1.5	2
Art	2	2
Music	2	2.5
PE/ Games /Swimming	3	4
RE	2	2
French	1	1
PSHE	4	2
Form Tutor	2.5	3.5
Golden Time	1	1
Total	46	47

The teachers in the PrePrep endeavour to teach in a creative, cross curricula way whenever possible, so lesson times are approximate.

Our Curriculum for the Prep School currently comprises the following subjects, with weekly lesson allocation indicated:

Subject	Allocation of lessons per week (total 55)					
	Y8	Y7	Y6	Y5	Y4	Y3
Eng/Dr	6	6	6	7	10	9
Mat	5	5	6	8	9	9
Sci	5	5	5	5	3	3
Fre	3	3	3	2	1	1
Span	3	3	3	1	1	1
His	3	3	2	2	2	2
Geog	3	3	2	2	2	2
R.E.	3	3	2	2	1	1
Study Skills	0	0	1	1	0	0
Art	2	2	2	2	2	2
Mus	1	1	2	2	2	2
DT	2	2	2	2	2	2

Teaching & Learning Policies and Procedures

ICT	2	2	2	2	2	2
PSHE	1	1	1	1	1	1
PE	1	1	2	2	2	2
Swim						
Games	6	6	6	6	6	6
Form time	1	1	1	1	1	1
Chess	0	0	0	0	0	1
Golden Time	0	0	0	0	1	1
Prep	(after school)	(after school)	0	0	0	0
Weds/matches	3	3	3	3	3	3

REVIEWED: Policy Owner/ Summer 2014/Summer 2015/Summer 2016/Summer 2017

AMENDED: Spring 2018

NEXT REVIEW: Summer 2018

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