



Policy: Prep School Curriculum Policy

1. Introduction

At West Buckland Prep School, we all work hard to fulfil the school's aims regarding the curriculum: 'to provide a broad and stimulating curriculum which challenges every pupil throughout the whole school, encourages intellectual curiosity and independence, and prepares the way for learning throughout their lives'

We follow statutory curriculum requirements and use the National Curriculum guidelines to inform our teaching in most subjects, whilst taking full advantage of our independence to provide a broad and stimulating curriculum. Pupils' attainment is very good through use of strategies to raise and maintain high standards.

We maintain that learning should be a rewarding and enjoyable experience through which everyone can achieve their potential and exceed their expectations.

Through our teaching, we equip children with the skills, knowledge and understanding necessary for them to be able to make informed choices about the important things in their lives.

2. Aims and objectives

- To provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- To provide a curriculum which is stimulating, dynamic and flexible.
- To build on pupils' prior experiences, skills, knowledge and learning.
- To enable children to become resourceful, enquiring and independent learners.
- To ensure provision for equal opportunities and the individual learning needs of each pupil.
- To recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- To help children grow into reliable, confident and positive citizens.

3. Effective learning

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Pupils thrive in the lessons, where they enjoy learning and being challenged, and feel that they will succeed.

All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning.
- It should give pupils the 'big picture' of the lesson.
- The teacher should explain the learning objectives, and why the lesson is important.
- The lesson should be presented in a range of styles.
- It should allow opportunities for the pupils to build up their own understanding through various activities.
- It should allow opportunities for the children to review what has been learnt.
- It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies.
- The teaching should indicate targets the children should be addressing. These must be realistic and attainable.



We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving.
- Internet / library research.
- Independent work, pair work, group work, whole class work.
- Asking and answering questions.
- Use of ICT.
- Visits to places of educational interest.
- Creative activities.
- Watching television / media clips and responding to musical or tape-recorded material.
- Debates, role-plays and oral presentations.
- Designing and making things.
- Participation in physical activity.
- Participation in musical performances.

4. Safeguarding in the Curriculum

Safeguarding is a vital part of the curriculum. Teaching children about all aspects of keeping safe including keeping cyber safe is covered in the curriculum through our PHSE programme. We also use assembly time, special visits, events and tutor time to reinforce many of the main issues including anti-bullying, staying safe online and relationships.

5. Curriculum organisation

All pupils from Prep 1 to Prep 6 study in 40 periods of 30-35 minutes per week as follows:
See Nursery and Reception timetables for time allocation of subjects.

	Prep 1	Prep 2	Prep 3	Prep 4	Prep 5	Prep 6
English	8	8	9	8	8	8
Maths	8	8	8	7	8	8
Science	2	2	2	4	3	3
History/Geography	4	4	4	4	4	4
MFL	1	1	1	2	1	2
RS	1	1	1	1	1	1
Art	2	2	2	2	2	2
Drama	1	1	1	1	1	1
Music	3	3	2	2	2	2
IT	1	1	2	2	2	2
Technology			2	2	2	2
PE	4	4	2	2	2	2
Games	2	2	4	4	4	4
PHSE	1	1	1	1	1	1
Forest Schools	1	1				

In addition to the main subjects, all pupils have the opportunity to be involved in many other activities during their time in the School such as: Surfing, Sports' clubs, Orchestra, Choir, Swimming, Construction clubs, Shooting, Chess, Art, Computing, Forest School, Current Affairs and debating



In addition to the extra-curricular activities, pupils have the opportunity to be involved in many other visits outside school to places such as:

- Plymouth
- Exmoor Zoo
- Simonsbath
- Local woodlands
- Coldharbour Mill
- New Forest and Portsmouth
- Normandy
- Wales
- Bristol
- Fremington

We host a variety of visiting workshops:

Shakespeare, Tudors, Greeks, Vikings, Victorians, Fire Brigade, authors.

Private music lessons are available on a large number of instruments and all pupils take part in drama productions.

6. Able, Gifted & Talented

The school maintains a register of those it considers to be 'Able, Gifted & Talented'. In line with the concept of a growth mindset, this register will be termed a register of 'higher starters' and will be compiled by the Key Stage Coordinators on the basis of assessment data, internal tests and teacher recommendation. The register, which is subject to annual review, is an internal document to assist in monitoring the provision and progress of 'Able, Gifted & Talented' pupils

The school believes that the needs of all pupils can be successfully catered for by differentiation within the curriculum, and departments are expected to find appropriate ways to 'stretch and challenge' pupils in an inclusive way. There is a range of extra-curricular activities arising from subject-based clubs, music, drama and sport that also provide extension for all pupils, including 'Able, Gifted & Talented'.

7. Homework

At West Buckland Prep School, we regard homework as both a tool for encouraging independent learners as well as a critical aspect of the partnership between school and home. Independent work will facilitate children to consolidate, support and extend their school-based learning and gives the opportunity for parents to see an insight into their child's learning and feel somewhat a part of this process.

Homework will be engaging, purposeful and should not become a stressful aspect of a child's independent learning and prevent them from enjoying much needed leisure and relaxation time after the busy school day. Therefore, we encourage parents to ensure that their children do not work for longer than the recommended time for each year group.

Pupils need to take responsibility of their own learning and record homework received into their homework diaries. Encouraging children to take an active role in their learning, managing their time and making sure homework is handed in, enables children to learn and apply the fundamental skills of being able to plan and use their time effectively around busy school life.

Homework is discretely monitored and if a child fails to complete and return tasks, this is discussed with them. Depending on the age of the child and the reasons given, a tutor may choose to extend a deadline or ask them to complete the work at school at an appropriate time. The tutor should ensure



this is supportive rather than punitive and dialogue is essential. Where there is consistent failure to complete homework parents will be informed by the tutor and a strategy put in place to support the pupil.

Children will have a week for each piece of homework. This will give children time to complete the tasks set and develop the skills of time-management and decide when is best to do their homework each week. Guidelines for each year group are shown below:

Prep 3 Homework - 1 Hour

Monday	Tuesday	Wednesday	Thursday	Friday
English	Science	Maths		Humanities

Children will receive 4 pieces of homework.
Each homework will be for a maximum of 15 minutes.
Humanities will be either History or Geography.
The homework will be handed in the following week in that same lesson.

Prep 4V Homework – 1 Hours 15 Minutes

Monday	Tuesday	Wednesday	Thursday	Friday
Science	History	English	Maths	Geography

Children will receive 5 pieces of homework.
Each homework will be for a maximum of 15 minutes.
The homework will be handed in the following week in that same lesson.

Prep 4H Homework – 1 Hour 15 Minutes

Monday	Tuesday	Wednesday	Thursday	Friday
Geography	Science	History	Maths	English

Children will receive 5 pieces of homework.
Each homework will be for a maximum of 15 minutes.
The homework will be handed in the following week in that same lesson.



Prep 5X Homework – 1 Hour 45 Minutes

Monday	Tuesday	Wednesday	Thursday	Friday
Geography English	History Maths	English	Science	Maths

Children will receive 7 pieces of homework.
Each homework will be for a maximum of 15 minutes.
The homework will be handed in the following week in that same lesson.

Prep 5R Homework – 1 Hour 45 Minutes

Monday	Tuesday	Wednesday	Thursday	Friday
History English	Geography Maths	Maths	Science	English

Children will receive 7 pieces of homework.
Each homework will be for a maximum of 15 minutes.
The homework will be handed in the following week in that same lesson.

Prep 6H Homework – 2 Hours 20 Minutes

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Maths	History Science	Geography English

Children will receive 7 pieces of homework.
Each homework will be for a maximum of 20 minutes.
There will also be a homework set for MFL every other week.
The homework will be handed in the following week in that same lesson.

Prep 6W Homework – 2 Hours 20 Minutes

Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	English Geography	Maths	History Science

Children will receive 7 pieces of homework.
Each homework will be for a maximum of 20 minutes.
There will also be a homework set for MFL every other week.



The homework will be handed in the following week in that same lesson.

8. Effective teaching

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum schemes of work to guide our teaching. As well as regular formal assessments, we make ongoing assessments of each child's progress, and we use this information when planning our lessons. It enables us to take into account the abilities of all our children. Our prime focus is to develop further the knowledge and skills of all our children and we strive to ensure that all tasks set are appropriate to each child's level of ability.

We set academic targets for the pupils and encourage the pupils to set their own targets. We review the progress of each child regularly, and reward achieved targets. Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities.

All of our teachers follow the school behaviour policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place. We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays as often as is possible so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We also use displays as learning prompts for the children.

All of our teachers reflect on their strengths and weaknesses through observations and appraisal, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

9. Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each year group and this indicates which topics are to be taught in each term.

Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic, as well as opportunities for cross-curricular work and resources to be used. These are handed in to the Office on a half-termly basis.

Our daily planners are used for short-term plans. We use these to set out objectives for each session, and to identify what resources and activities we are going to use in the lesson.



WEST BUCKLAND
PREPARATORY SCHOOL

Prep School Policy Document

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