



The Study Prep

WIMBLEDON

CURRICULUM POLICY

Introduction

This policy applies to all pupils, including those in Early Years Foundation Stage (EYFS)

All children have the right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The Study Preparatory School seeks to provide such a broad and balanced education. The School aims to provide an environment in which all pupils flourish and become confident, enthusiastic and independent learners. The School offers a wide range of educational experiences within a secure and welcoming environment.

Curriculum Statement

The curriculum encompasses all the activities that are undertaken at The Study Preparatory School. This includes the requirements of the National Curriculum and also the additional activities which are organised to enrich the learning experiences of all the pupils. It is our hope that all pupils will progress accordingly and will take full advantage of the educational experiences we offer.

Values of The Study Preparatory School

The Study Preparatory School values provide an environment for pupils to flourish and to be the best versions of themselves. These are as follows:

We are:

- Compassionate
- Creative
- Curious
- Creative

The School curriculum aims to:

- give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- provide a broad and balanced curriculum and ensure that our subject matter is appropriate for the ages, aptitudes and abilities of our pupils; having particular regard to pupils with special educational needs, pupils who do not speak English as their first language and very able pupils.
- encourage pupils to acquire and develop speaking, listening, literacy and numeracy skills throughout the age ranges, abilities and subjects.
- cater for the individual needs of children from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.

- provide, where a pupil has an Education, Health and Care (EHC) Plan, education which fulfils the specific needs highlighted.
- acknowledge the age of the pupil (below compulsory school age) in relation to personal, social, emotional and physical development and communication and language skills.
- facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally, spiritually, linguistically and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- assist pupils to acquire an appreciation of and respect for their own and other cultures.
- create and maintain an exciting and stimulating learning environment.
- ensure that each pupils' education has continuity and progression.
- ensure that there is a match between the pupil and the tasks she is asked to perform.
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- treat children in a dignified way.

British Values and SMSC

The school understands and promotes the importance of British Values and Spiritual, Moral, Social and Cultural values across the curriculum. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. An understanding of British Values enables pupils to develop their self-knowledge, self-esteem and self-confidence whilst developing respect and a sense of harmony between different cultural traditions.

Our aim is that all pupils should:

- learn:
 - to be adaptable and resilient;
 - how to solve problems in a variety of situations;
 - how to work independently and as members of a team.
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- be happy, cheerful and well balanced.
- be enthusiastic and eager to put their best into all activities.
- acquire a set of moral values, such as the knowledge of the difference between right and wrong, honesty, sincerity, personal responsibility, on which to base their own behaviour.
- behave in a dignified and acceptable way and learn to become responsible for their actions.
- care for and take pride in their school.
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- develop non-discriminatory attitudes with reference to the protected characteristics of The Equality Act 2010, in particular with regard to race, gender, religion or belief.
- know how to think and solve problems mathematically in a variety of situations, using concepts of number, algebra, measurement, shape and space, and handling data.
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- develop communication skills to facilitate speaking with confidence, clarity and knowledge and listening with interest, understanding and respect.
- develop an enquiring mind and scientific approach to problems.
- have an opportunity to solve problems using technological skills.
- be capable of communicating their knowledge and feelings through various art forms, including art/craft, music and drama, and acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.

- know about geographical, historical and social aspects of the local environment and national heritage; be aware of other times and places and recognise links among family, local, national and international events.
- have some knowledge of the beliefs relating to Christianity and the other major world religions.
- develop agility, physical co-ordination and confidence in and through movement.
- know how to apply the basic principles of health, hygiene and safety.
- feel valued as an individual, as a group member and as part of the School community in order to embrace the experiences and challenges of growing up.

Curriculum content is structured to provide continuity and progression at all stages. We use the National Curriculum, Creative Curriculum and Abacus Mathematics Schemes and White Rose to inform our planning and teachers use their professional judgement to plan their own schemes of work.

Digital Learning

ICT and Computing now form an integral role in today's society. It is therefore essential that all pupils gain the confidence and ability they need in this subject to prepare them for the challenges of the technological world. We use technology to empower pupils across the curriculum. This includes iPad which are in use across the school. In addition all pupils benefit from the teaching of a specialist teaching in Computing.

Remote Education

As a result of the Covid-19 pandemic, remote education provisions are in place for pupils who cannot attend school, such as those subject to individual self-isolation requirements. This is through both the use of Google Classroom and Zoom. We have a contingency plan in place to enable teaching to continue during any temporary whole-school closures in the eventuality of a lockdown.

Trips and Outings

All classes aim to go on at least one outing each term to support an area of the curriculum. Full use is also made of local outside spaces such as Wimbledon Common. Residential trips are organised in Years 4, 5 and 6.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Teaching needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

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