



**The Study Prep**  
WIMBLEDON

Name of Policy	Curriculum Policy
Reviewed by	Deputy Head Academic and Assistant Head Academic
HMT Member	Head
Date of review	February 2023
Date of next review	February 2024



## **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 Pupils**

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

### **Aims of curriculum provision at The Study Preparatory School:**

Pupils are provided with a full time supervised education. Our curriculum is characterised by breadth, balance and relevance and provides pupils with opportunities to:

- access subject matter which is appropriate for the age and aptitude of all pupils including those who have English as an additional language
- develop literacy, speaking and listening, and numeracy skills
- access an education which fulfils the specific requirements of any pupil who has a statement/Education, Health and Care Plan (EHC plan)
- acquire a healthy, safe lifestyle through a personal, social, health and relationships education which reflects the School's aims and ethos
- access an appropriate Early Years curriculum which provides for the seven areas of learning (Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design) for those pupils in Reception, some of whom are below compulsory school age
- receive a full and rounded entitlement to learn and make good progress
- access learning through the highest quality teaching
- access all areas of learning in a non-competitive academic environment
- become self-motivated learners and confident communicators
- reach their potential and achieve their personal best in every area of the curriculum and embrace a love of learning that goes beyond what is taught
- foster creativity and develop essential skills, including learning skills
- possess an informed perspective about the role of the individual within the community
- prepare for the future in an increasingly technology dependent world and for the opportunities, responsibilities and experiences of secondary school and adult life
- prepare for the opportunities, responsibilities and experiences of life in British society

### **Protected Characteristics:**

There are 9 protected characteristics and The Study Prep encourages respect for other people in accordance with the Equality Act 2010

The 9 Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At The Study, rather than teaching all the protected characteristics in every year group, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum. This takes places especially in RSE/ PSHE lessons and is further supported by displays and events.

### **Breadth and Relevance**

Curriculum content is structured to provide continuity and progression at all stages. We follow the National Curriculum to inform our planning and teachers use their professional judgement to

plan their own schemes of work. Our curriculum ensures that pupils experience and benefit from a range of areas of learning and experience. Throughout this broad curriculum, values such as mutual respect, equity and inclusion are embraced. The timetable ensures there is a balance between all curriculum areas. The curriculum is appropriate to the age and ability of the children and prepares them for the requirements of the next stage of their curriculum and ultimately their future aspirations.

Teachers have high expectations of their pupils and use a wide range of teaching methods. Teaching resources are of a high quality and ensure pupils are exposed to a range of stimulating material.

Mathematics: Across the school children are taught in mixed ability groupings. From Year 2 the parallel classes are split into three groups to ensure smaller class sizes. Within Years 2 and 3 there is a support group alongside two mixed ability groups. Within Year 5 there is an extension group alongside two mixed ability groups. In Year 6, due to the smaller number of children, there are two mixed ability groups.

English: These lessons are taught in mixed ability groupings across the school. As with Mathematics, from Year 2, the parallel classes are split into three groups. In years 2 and 3 a small support group runs alongside the two mixed ability groups. In Year 6 due to the smaller number of children there are two mixed ability groups.

We are continually reviewing the structure of our groupings in both Mathematics and English to ensure the best possible outcomes for each child.

We have specialist subject teachers who teach a range of subjects, including PE, Computing and Art. In Years 1- 3 Art is taught within the Creative Curriculum by class teachers. In Spencer House, a specialist Science teacher teaches years 5 and 6.

Across Reception to Year 3 each class has the support of a teaching assistant. In Years 4 – 6 a teaching assistant is assigned to each year group and supports both of the parallel classes.

In addition to timetabled lessons the curriculum is enriched in a number of ways, such as through assemblies, displays, guest speakers, links with the local community and outdoor learning opportunities.

### **Entitlement**

All pupils are entitled to access the curriculum and make good progress regardless of sex, race, disability, religion or belief, as per the Equality Act (2010). The curriculum is designed in such a way as to ensure all children in the school are able to learn and make good progress. This is supported by an appropriate, challenging, supported and well differentiated curriculum which takes into account the abilities, aptitudes and starting points of all pupils.

The School fulfils its obligations for Special Educational Needs & Disabilities (SEND) as per the SEND Code of Practice (January 2015) and the Special Needs and the Disability Act 2001, in providing for children with identified special needs. If a child has identified special needs, the school will ensure they will have access to an education which fulfils the requirement of the child's

statement/Education, Health and Care Plans (EHC Plans). For further details, please refer to the Learning Enrichment policy.

The Study recognises that a diversity of languages brings a richness to life at the school. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole school community to value the home languages spoken by pupils at the School. Pupils at The Study are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. The School is fully committed to providing pupils for whom English is an additional language, the necessary support. Where this is required an appropriate programme will be implemented. Further information can be found in the policy for EAL.

### **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. SMSC is actively promoted through assemblies, PSHE and RE lessons, in addition through public benefit work including for charities. Each class has a 'treasure trove' of diverse books which are read by the class teacher to facilitate discussion and further pupils' understanding of diversity.

### **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 ipads which are in use across the school. In addition all pupils benefit from the teaching of a specialist computer teacher.

### **Remote Education**

As a result of the Covid 19 pandemic we have a contingency plan in place to enable teaching to continue during any temporary whole-school closures in the eventuality of a lockdown. This is through both the use of Google Classroom and Zoom.

### **Trips and Outings**

All classes aim for 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.

### **Monitoring and Review**

The curriculum is described initially through Long Term Plans of Schemes of Work, which set out the knowledge, skills and understanding which pupils should be taught in each subject. From this, weekly lesson plans are created which detail how the learning is intended to take place. These lesson plans are evaluated for effectiveness and subsequent plans always allow for responsiveness and flexibility.

The Deputy Head Academic and Assistant Head Academic are responsible for monitoring the way in which the curriculum is implemented, supported by the curriculum leads. Planning is monitored for all teachers, ensuring that all pupils are taught the full requirements of the National

Curriculum. Following the school's annual monitoring cycle, curriculum leads gather evidence from pupil voice, planning and in work samples across each year group. Feedback is given in both general terms and specifically as required. Curricular leads reflect upon what their subject review is telling them and this informs their Action Plans.

In addition, the Deputy Head Academic and the Assistant Head Academic regularly see groups of pupils across the school along with their exercise books, to talk about their lessons and in order to have an overview of learning across the school.

Every two weeks an Academic meeting is held. This is led by the Deputy Head Academic and Assistant Head Academic. This is attended by the Head Teacher and The Deputy Heads for each house. In addition, curriculum leads may be invited when required. Within these meeting areas pertinent to the curriculum, teaching and learning and assessments are discussed and actions taken as deemed necessary.

It is the role of the curriculum leads to keep up-to-date with developments across all subjects and to disseminate this with staff to ensure teachers are well-equipped to deliver the curriculum effectively. Regular INSET and weekly staff meetings ensure information is shared in a timely and effective manner to support good practise. Where there is a need for individual CPD this is organised by the Deputy Head Academic.

Policy Reviewed: March 2023

This policy should be read in conjunction with:

Assessment and Reporting Policy  
Teaching and Learning Policy  
Learning Difficulties and Disabilities Policy  
Homework Policy  
Very Able Pupils Policy  
Behaviour Policy  
Inclusion Policy  
PSHE Policy  
Individual Subject Policies  
Equal Opportunities Pupils Policy