



## CURRICULUM POLICY Including Early Years Foundation Stage

The curriculum policy should be founded on the educational aims of Plymouth College. We believe these are best expressed below:

### 1. Educational Aims:

To help all pupils at Plymouth College Preparatory school to:

- (i) develop into personable, understanding, self-confident, knowledgeable and articulate young adults.
- (ii) appreciate the value of learning and to start to develop skills of independent learning.
- (iii) develop a thinking, inquisitive nature.
- (iv) prepare pupils for the next stage of education and all relevant examinations.
- (v) maximise their full potential in all areas and help them to achieve and appreciate success.
- (vi) develop spiritual, moral, social and cultural awareness.
- (vii) become full, active, well-informed members of society who have a knowledge of and respect for fundamental British values.

### 2. Principles:

We aim to meet the educational aims by constructing a curricular structure and extra-curricular programme based on the principles below:

- (i) We provide a broad and balanced, well planned academic curriculum which gives pupils experience of all of the elements of learning (knowledge, understanding of concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).
- (ii) We respond to the expectations of the Primary National Curriculum but are not bound by its every detail, and aim to deliver a wider educational experience with an emphasis on pupils acquiring speaking, listening, literacy and numeracy skills.
- (iii) We believe strongly that our curriculum should suit the needs of the individual. We design and adapt curriculum structures to meet individual needs; we provide additional support in many areas and wherever possible we provide opportunities to help pupils achieve their aspirations.
- (iv) We value greatly the extra-curricular and activities programme. We offer a broad range of activities and encourage all pupils to participate fully. We feel that this plays an essential part in developing self confidence, teamwork and leadership qualities.
- (v) We aim to provide a learning environment where pupils are happy, they respect and care for one another, and at the same time are offered and respond to challenges.

## **Set Size**

The curriculum is planned for an ideal class/set size of 14-16. In years 5 and 6 the lower sets will usually be smaller. Only in outstanding circumstances would we have a set/class of 20.

## **The Individual**

A number of structures are planned into and around the curriculum to assist pupils with particular needs. EAL support is available, should the need arise, from the senior school. Pupils with learning differences or an EHC plan will receive an education which fulfils all requirements. Our 'Gifted and Talented Register' reminds all staff of those identified as having particular abilities which might require extra differentiation by task although the emphasis, at all times, will be ensuring that they have the confidence and interpersonal skills to make the most of their ability.

## **Time Devoted to Each Subject**

The proportion of time given to each subject is reviewed annually to reflect the needs of our pupils.

## **Curriculum Review**

The curriculum is reviewed regularly to ensure we make full use of teachers' expertise. Also major reviews may include a consideration of the day and week structure, particularly with regard to extra-curricular or sporting requirements.

## **Curriculum Planning: Schemes of Work**

### **Early Years and Key Stage 1**

#### **PRE-SCHOOL AND RECEPTION CLASSES**

The Early Years Department is led by qualified teachers and practitioners, with the support of classroom assistants. They are also taught by specialist teachers in P.E/swimming and music. The Pre-School class is open to children of 3 and 4 years of age and it offers a transition between Nursery and School. Pre-School pupils can attend for any combination of full and half days, increasing the amount of time as they become ready for the challenges of school life. Reception children attend full time and are gently introduced to a school day with assemblies and set play times.

Emphasis is placed on developing each individual through the experience of a wide variety of different stimuli. The children are encouraged to play and explore, participate in active learning as well as create and think critically. These areas are accessed through topic based learning. The aim is to create a fun and stimulating environment in which children are encouraged to become independent learners through play, exploration, teacher led and child initiated activities.

The EYFS department follows the statutory framework adhering to the seven areas of learning stated in the Early Years Foundation Stage curriculum:

- Personal, social and emotional development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Planning reflects the way individual children learn and the three characteristics of effective teaching and learning identified by the EYFS are: playing and exploring: active learning, and creating and thinking critically. Further information can be found on the Foundation Stage Website.

[www.gov.uk/early-years-foundation-stage](http://www.gov.uk/early-years-foundation-stage)

Or

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

## **Key Stage 1**

Class Teachers are required to plan schemes of work with due consideration for continuity and progression. Schemes of work should pay attention to the recommendations in the Curriculum Plan. Class Teachers should ensure that the Director of Studies and Head of Early Years (where applicable) have an up to date copy of the year group's scheme of work at the start of each term and that the long term curriculum overview is reviewed on an annual basis.

## **Key Stage 2**

Subject Co-ordinators are required to plan schemes of work with due consideration for continuity and progression. Schemes of work should pay attention to the recommendations in the Curriculum Plan. Subject Co-ordinators/Class Teachers should ensure that the Director of Studies has an up to date copy of the department's scheme of work at the start of each term and that the long term curriculum overview is reviewed on an annual basis.

## **PSHE**

PSHE is taught by specialists in years 5 and 6 and by form teachers from EYFS to year 4. Our PHSE programme will reflect the school's aims and ethos and help prepare pupils for the opportunities, responsibilities and experiences of life in British society. PSHE encourages pupils to show respect for other people paying particular regard to the protected characteristics of the 2010 Equality Act.

PSHE is delivered in many ways and not just through formal lessons. PSHE is often covered in other subject areas and :

Assemblies

Circle Time

Drama

Reception Story Time

Visiting Speakers (eg People Who Help us visits from Fire Brigade)

Trips (eg Year 5 trip to ecology camp)

Please see our PSHE Policy for more details.

## **Special Educational Needs**

Arrangements for such pupils are covered in the Learning Support Policy.

## **Early Years**

Pupils in the Early Years will receive a programme of activities appropriate to the schools' aims and their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Our curriculum is designed to help us offer our pupils a design for life.

J Newnham

Director of Studies

Reviewed: January 2018

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