

KING HENRY VIII PREPARATORY SCHOOL

CURRICULUM POLICY (Effective from September 2009)

1 Introduction

The curriculum may be defined as all the timetabled activities that we organise in order to promote learning and personal growth and development.

There are three main parts to the curriculum: the academic, sport and the arts. As independent school, which prides itself on having traditional values:

- We value scholarship and hard work
- We value participation in sporting and physical activities
- We value the importance of developing and channelling children's creative talents – particularly art, Music and drama.

2 Objectives

At King Henry VIII Preparatory School our curricular objectives are:

- to create a variety of high standard learning experiences for all children to promote high standards of achievement
- to create a lively and stimulating learning environment
- to enable all children to learn and develop their talents and abilities to the full;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to prepare pupils for entrance examinations for subsequent schools
- to enable children to be creative and to develop their own thinking, as well as developing knowledge, skills and understanding
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- to enable children to develop a respect for other people, their property and the environment
- to help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life.

3 Principles Underpinning the Curriculum

We aim to provide children with a broad, balanced curriculum which is relevant to their experience and builds on their previous knowledge to ensure continuity and progression, so that all pupils have the opportunity to learn and make progress. We provide full-time supervised education for pupils of compulsory school age, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

We enable pupils to acquire skills in speaking and listening, literacy and numeracy. In addition we aim to help them develop the key skills: communication; application of number; information technology; working with others; aptitudes; evaluating and improving their own learning and performance; problem solving; endeavour; critical thinking and thinking skills.

We aim to develop children's spiritual, moral, social and cultural development through lessons, activities and the pastoral care system. Our curriculum is designed to take account of the diverse cultural backgrounds of our pupils; in some subjects we draw on the different cultural experiences of our children to enhance the teaching and learning.

We provide the pupils with personal, social and health education which reflects the school's aims and ethos. We also aim to prepare the children for the opportunities, responsibilities and experiences of adult life.

4 The Scope of the Curriculum

4.1 Foundation Stage

Our curriculum planning for the Foundation Stage focuses on the six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

The learning goals are achieved in the Nursery through a topic-based cycle of planned and structured activities, recognising that children learn through play as well as some more formal work. Planning is carefully structured to meet the needs of pupils attending for half and full days.

Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. During the children's first term in the Reception classes their teachers make a baseline assessment to record the ability of each child on entry and this forms part of the curriculum planning.

The planning is based upon the six areas of learning but with increasing emphasis on more formal teaching as the year progresses in order that the children achieve the initial Year 1 objectives in English and Maths by the end of the year.

4.2 Key Stage 1

At Key Stage 1 we make use of objectives from the Literacy Framework and Numeracy Strategy in our planning in English and Maths. We also use the objectives from the QCA Schemes of Work in other subjects but all our schemes of work are developed independently and extended as appropriate. The curriculum is delivered through a topic based approach which encompasses the majority of subjects. The planning is discussed and agreed by the year group teams to ensure continuity and progression.

4.3 Key Stage 2

The Key Stage 2 follows the broad outline of the National Curriculum but, as an independent school, the schemes of work are developed and extended as we feel best meets the needs of our pupils. We ensure that our planning in Maths and English encompasses the key objectives from the Numeracy Strategy and the Literacy Framework. The foundation subjects make use of objectives from the QCA Schemes of Work but are amended and extended as we consider appropriate.

At Key Stage 2 discrete subjects are taught but, wherever possible, there are strong cross-curricular links.

5 The curriculum

An overview of the curriculum is provided for each year group and circulated to parents at the start of each year. See Appendix A

The curriculum for Years 4 - 6 is taught through five lessons per day, each of one hour duration from Years 4 - 6.

At KS1 and Year 3 the children receive four and a half hours teaching per day. The timetable is organised on a weekly basis. Lesson times are shown in Appendix B

Lesson allocations per week are as shown:

Time Allocation	Lessons per week					
SUBJECT	Y1	Y2	Y3	Y4	Y5	Y6
Number of Pupils in Year Group	52	41	54	72	89	76
Number of Classes in Year Group	4	3	4	4	5	4
English & Drama	5½ 4 classes	6 3 classes	5 4 classes	5 4 sets	5 5 sets	5 4 sets
Maths	4½ 4 classes	4 3 classes	5 4 sets	5 4 sets	5 5 sets	5 4 sets
Science	With Topic	2	1.5	3	3	3
ICT	1	1	1	1	1	1
Languages	½	½	1	1	1	1
History	5	3	2 lessons a week each for half a term	1	1	1
Geography				1	1	1
RE				1	1	1
Art and Design & Technology	2	2	2	2	2	2
Music	1	1	1	1	1	1
PE inc Swim	2	2	1	1	1	1
Games	1	1	2	3	3	3
TOTAL Lessons	22.5	22.5	22.5	25	25	25
In addition PSHCE	20 min	20 min	20 min	25 min	25 min	25 min

6 Planning

At King Henry VIII Preparatory School our planning takes account of the National Curriculum programmes of study. We make use of objectives in QCA schemes of work and the National Literacy Framework and Numeracy Strategy but also use professional judgement and experience to amend and extend them, as relevant.

Within the school we have an agreed whole school approach to planning which provides a balance between developing consistency in the planning processes and enabling teachers to work effectively by utilising their particular strengths and interests. There are three stages in our planning process:

- Long term planning (Programmes of study) - Yearly overview/syllabus
- Medium term planning (Schemes of work) - Planning for each term
- Short term planning (Lesson plans) – week by week planning

Planning is carried out as follows

Nursery)	Foundation Stage (Nursery and Reception) team planning in liaison with Year 1
Reception)	
Year 1)	Long term plans provided by Heads of Department Medium term objectives provided by Head of Year, in consultation with Heads of Department. Topic planning completed and reviewed by class teachers and/or subject teachers, in year group meetings
Year 2)	
Year 3)	Long plans provided by HoDs Medium term objectives provided by Head of Year, in consultation with HoDs. Topic planning completed and reviewed by class/subject teachers in year group meetings
Year 4)	Long and medium term plans provided by HoDs Planning reviewed by subject teachers in year group meetings to develop short-term planning prior to the start of each term (or module) and at appropriate intervals.
Year 5)	
Year 6)	

6.1 Long Term Planning

Our long term planning provides the broad picture of the proposed coverage, including the breadth and depth, within each subject across the year groups. This information is available in the programmes of study which illustrate continuity and progression. The aim of the programmes of study is to provide guidance on the content of what is to be taught.

The long term plans are drawn up by Heads of Department, in consultation with Heads of Year from Year 1 - 3; they outline the topic areas and key skills being addressed by each year group each term. The template for long term plans is available on the staff shared area of the network in the Planning folder

A framework for all of the subjects enables teachers to see clearly the progression within each subject and across each year group and can assist in identifying cross-curricular links. See Appendix A

6.2 Medium Term Planning

The key objectives for each subject for the medium term plans (Schemes of Work) are set by the Heads of Departments (in Years 1 – 3 in conjunction with Heads of Year).

For Years 4 – 6 the medium term plans are drawn up by the Heads of Department and reviewed/agreed by the start of each term by subject specialist teachers in each year group; they are then made available to the Director of Studies.

In the Foundation Stage and Years 1 – 3 the medium term plans are drawn up by year group teachers led by the Head of Year (in liaison with Heads of Department regarding key objectives). Plans are reviewed/agreed prior to the start of each term and then made available to the Assistant Head.

An outline format for medium term planning is available on the staff shared area of the network in the Planning folder (see Appendix C). It is accepted that there will be differences in planning across the different subjects; for example, **medium term planning for English and Maths will be less detailed than for other subjects.** However, short term planning for English and maths will, of necessity, be more detailed than for other subjects. All medium term plans must, however, provide the following information:

- 1) *Learning objectives* - this is the key knowledge, skills or processes that underpin the learning and will form the basis of the assessment but they may also outline values and attitudes to be developed.
- 2) *Activities* - a brief description of the task(s) to be undertaken and may include a range of activities and cross-curricular links.
- 3) *Resources* - day to day resources that are usually available do not need to be listed but special resources, including teaching resources and references, should be noted.
- 4) *Time allocation*
- 5) *Assessment* – an outline of when formal assessments will be carried out.

Medium term plans are checked by Heads of Departments to:

- ensure that programmes of study are being implemented appropriately
- check for continuity and progression across the school
- offer constructive advice on teaching strategies, resources and assessment
- gather evidence on the intended learning
- monitor the effectiveness of the schemes of work and curriculum planning within the subject.

6.3 Short Term Planning

This is the individual teacher's day to day planning, written on a weekly basis. This level of planning is seen as a working document to support the individual teacher in his/her daily teaching.

It sets out:

- the learning objectives/outcomes for each lesson,
- the activities to be undertaken,
- management of adult helpers and pupil groupings (if appropriate),
- assessment, where relevant,
- time and resources needed (including books and page references and any specialist equipment).
- how work is differentiated for more and less able pupils
- preps to be set

The format of short-term planning is left to individual staff members. Staff are expected to produce clear plans, presented in a professional manner (either typed or in planning books). Planning must be available, on request, and is inspected as part of the monitoring process – plans may be requested by the Head of Department, Heads of Year or the Management Team.

Staff are expected to review planning to provide feedback and effective monitoring of the planning; this will also be inspected during the monitoring process.

7 Development of the Curriculum

The structure of the teaching day was changed in September 2008 when Coventry Preparatory School and King Henry VIII Junior Schools combined. The schemes of work, policies and the staffing structure were also revised at this time.

Personal, Social, Health and Citizenship Education (PSHCE) is led by the Deputy Head and delivered in form periods and through Assemblies; some aspects are covered in related specialist subject lessons.

We are working to include elements of ICT in the planning for all subjects during the year, but all pupils also receive lessons in ICT as part of the curriculum.

For the year 2009-10 it was agreed to increase the time allocated for the teaching of English for Years 1 and 2 in order to try to build basic skills in English.

8 Staffing Structure

The school operates on two campuses – Swallows (Nursery to Year 3) and Hales (Years 4 – 6).

Pupils at the Swallows campus are taught mainly by a form teacher with specialist input for French, Music, PE/Games, Art/DT.

Pupils in Year 4 are taught largely by a team of Year 4 teachers but have subject specialists for some lessons.

Pupils in Years 5 and 6 are taught by staff who specialise in a small number of subjects.

Academic matters are led by the Heads of Year, Heads of Department, the Director of Studies and the Assistant Head.

Pastoral matters are led by Form Teachers, Pastoral Heads and the Deputy Head.

9 Pupil Groupings

Pupils can be grouped in a number of ways depending on the subject, activity and purpose of the task. These can vary from whole school assemblies, through class teaching to small group activities.

Grouping should take account of the nature of the task and the ability of the pupils which may involve a form of differentiation. Groups may, for example, be arranged by:

- Friendship
- Age
- Ability (similar or mixed)

In most subjects children are taught in mixed ability classes. They are, however, taught in sets for English from Year 4 and for Maths from Year 2.

Children with special needs (learning difficulties or gifted and talented) may work within the classroom in small groups with a teaching assistant or may be withdrawn for more specialised work.

10 Equal Opportunities and Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, regardless of physical or learning difficulties, race, ethnicity, gender, religion or sexuality. The subject matter is appropriate for the ages and aptitudes of pupils, including those with special needs. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. This includes gifted and talented children as well as those with specific learning difficulties.

Where a pupil has a special need, the school does all it can to meet these individual needs; in the case of a pupil with a statement the school would aim to fulfil his/her requirements. If a pupil displays signs of having a learning difficulty, his/her teacher arranges to discuss his/her needs as detailed in the school's Learning Support Policy. Similarly any pupil displaying a particular gift or talent are referred to the Director of Studies. Children with EAL are identified and supported, as necessary.

The school provides an Individual Educational Plan (IEP) for each pupil who has been identified as having a learning difficulty. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

See Learning Support Policy and Gifted and Talented Policy for further details.

11 Extra-curricular activities

Staff are expected to arrange a variety of activities to supplement their teaching, for example:

- Visits to museums, theatres or other sites of interest
- Visiting speakers and groups
- Residential visits
- Extra-curricular clubs

12 Homework Policy

Pupils are set homework to support and extend their learning. Work set may be written exercises, reading, practical projects, learning or independent research. Homework for pupils in KS1 and KS2 (and Reception from the Lent Term) is set according to a set timetable – see Homework Policy.

13 Monitoring, Evaluation and Review

The Headmaster, Assistant Head and Director of Studies, supported by Heads of Department and Heads of Year, are responsible for the monitoring of the curriculum. They ensure that long and medium term planning is completed as set out in the Curriculum Policy. They also monitor short term planning and ensure, through lesson observations and examination of books, that lessons are being taught as set out in the planning documentation and that learning objectives are set and achieved.

Heads of Department monitor the way their subject is taught throughout the school (3 – 11) and ensure that appropriate teaching strategies are used; they are supported in this by the Heads of Year. The content of the curriculum is reviewed at least every two years. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

The curriculum, policies and resources for each subject are reviewed on a 3-year cycle.

14 The Role of the Head of Department

The role of the Head of Department is to:

- provide a strategic lead and direction for the subject;
- to produce subject documentation, including development plans
- support and offer advice to colleagues on issues related to the subject, including INSET, where appropriate;
- monitor pupil progress in that subject area;
- set targets;
- provide efficient resource management for the subject
- arrange and manage subject meetings
- liaise with other schools

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They should review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

15 The Role of the Head of Year

The Heads of Year have broad roles but their responsibilities within the curriculum are:

- to have responsibility for creating each class group within the phase
- to ensure that year/subject curriculum meetings are arranged and managed to develop medium and short term planning across the phase
- to co-ordinate the development of cross-curricular links (Nursery to Year 3)
- to support the Director of Studies/Assistant Head in ensuring that planning and assessment are regularly discussed by planning teams to provide equal access to the curriculum for all children (also taking account of the need to differentiate work for children of differing abilities)
- to oversee the implementation of the School PSHCE programme within assemblies and form periods
- to ensure that homework diaries are correctly completed and checked by staff
- to monitor planning and its implementation across the phase

Full details of the roles of Heads of Department and Heads of Year are given in the Management Structure and Description of Roles document.

APPENDIX A

Curriculum Overview Years 1 - 6

APPENDIX B

Structure of the Teaching Day and Lesson Times

8.40	8.50-9.50	9.50-10.10	10.10 – 11.10	11.10-12.10	12.10-1.10	1.10-1.35	1.35-2.35	2.35-3.35	3.40 p End of Day
Reg	Lesson 1	Brk	Lesson 2	Lesson 3	Lunch	Assembly	Lesson 4	Lesson 5	
6P									
6C									
6S									
6M									
5S									
5B									
5HS									
5W									
5MM									
4A									
4B									
4H									
4P									
8.40	9.00-10.00	10.05-10.25	10.25-10.45	10.45- 11.45	11.45-12.15	12.15-1.30	1.30-2.30	2.30-2.45	2.45-3.45
Reg	Lesson 1	Assem	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Brk	Lesson 5
3H									
3W									
3Br									
3By									
2A									
2L									
2W									
8.50	9.00-10.00	10.05-10.25	10.25-10.45	10.45 – 11.45	11.45-12.15	12.15-1.15	1.15 – 2.45	2.45-3.00	3.00-3.30
Reg	Lesson 1	Assem	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Brk	Lesson 5
1Wd									
1Wn									
1By									
1Bn									
RC									
RG									
RE									

APPENDIX C

CURRICULUM PLANNING

Long and Medium Term Planning Outlines

KING HENRY VIII SCHOOL

LONG TERM PLANNING

SUBJECT:

ACADEMIC YEAR:

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Michaelmas								
Lent								
Summer								

(To show: Topic title; Key areas/themes/skills)

KING HENRY VIII SCHOOL

MEDIUM TERM PLANNING

