



CLAYESMORE

CPS Curriculum Policy

Responsibility: Director of Studies (Prep)
Latest Revision: October 2023

This policy is written with reference to the following legislation:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equalities Act 2010
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils - England) Regulations 2000

Overview

At Clayesmore Prep, we are committed to providing our learners with a rich curriculum which develops skills and the acquisition of knowledge and understanding to enable them to thrive and achieve. Through academic rigour, a strong pastoral programme and breadth of extra-curricular activities, we build on our learners' strengths and interests, aiming for the best possible progress and highest attainment. We believe that our learners flourish in an environment where the relationships between staff and pupils are rooted in warmth and security, and where everyone is valued and has a voice. We strive to promote enquiry and independent thought, encouraging problem solving and critical thinking. Our Attitudes to Learning programme, which is embedded in all areas of school life, encourages creativity, resilience, teamwork and respect, and emphasis is placed on developing the skills and attributes which will equip our learners for life in the 21st century.

Our curriculum is delivered by experienced and enthusiastic teachers, many of whom are subject specialists, who provide interesting, effectively differentiated lessons in a positive and purposeful classroom environment. Considerable attention is paid to the needs of individual learners, and these are always taken into account. In-class support is offered, and extra support is available through tailored intervention groups and from the Teaching and Learning Centre, which includes help for specific learning difficulties, social and emotional needs and EAL support. We want all our learners to succeed.

Our curriculum embraces the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. We aim to help our learners become responsible individuals capable of leadership, who contribute positively to their community, placing value on empathy, kindness and

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inclusivity, and challenging those things which are contrary to the fundamental British values. We encourage our learners to pursue healthy lifestyles, stressing the importance of keeping themselves and others safe. We want our learners to embrace opportunities and challenges, manage risks and develop resilience in the face of change and adversity.

Through our curriculum, we promote learners' spiritual, moral, social and cultural development, acknowledging that personal development plays a significant part in their ability to learn and achieve. We seek to promote our learners' self-esteem and emotional wellbeing, helping them to form and uphold positive relationships based on mutual respect. Equality, equity, diversity and inclusion are promoted and encouraged through our teaching and learning.

We prepare our learners for the next steps in their education, offering careers guidance in Year 8 and an up-to-date, innovative PSHRE programme for all ages.

Breadth

Our curriculum equips learners with a range of knowledge, concepts and skills: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, creative, moral and spiritual.

We strive to ensure that our curriculum is accessible to all learners. Our planning frameworks consider the age and aptitudes of the learners in each year group. This includes any learners with an EHCP, with learning difficulties, those for whom English is an additional language, and the most able. We aim for dynamic and flexible teaching and learning which is differentiated and learner centred.

PSHRE is taught as a discrete subject and all learners have a weekly lesson.

Balance

All areas of learning are given appropriate attention in relation to one another and to the curriculum in its entirety. The curriculum is agreed and overseen by the Prep Director of Studies, the Deputy Head, Academic and the Heads of Department.

Progression

We aim to challenge and support all our learners, enabling them to enjoy their learning and make progress. Progress is tracked and monitored using regular assessments that compare attainment with expectation. Assessments and tracking inform future planning.

Aims of this Policy

- To provide a rich and challenging curriculum.
- To challenge and support all learners, enabling them to progress and develop.
- To promote positive attitudes to learning and a desire for lifelong learning.
- To uphold British values, enabling learners to be positive, responsible citizens who display respect for a diversity of cultures, values, beliefs and abilities.
- To provide an environment that is safe, enjoyable and which stretches all learners.

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- To promote an awareness in our learners of their own moral and spiritual development, enabling them to distinguish right from wrong and challenge discrimination.
- To promote learners' self-esteem and emotional wellbeing.
- To develop learners' sense of responsibility, leadership skills and encourage contribution to their community.
- To prepare learners for the next steps in their education.

Responsibility for the Policy and Procedure

Role of the Director of Studies (Prep)

The Director of Studies is responsible for this policy and will:

- ensure all relevant parties are aware of and have access to this policy.
- provide leadership and vision with respect to teaching and learning.
- support the continuous professional development programme.
- make effective use of relevant research and information to improve this policy.
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons.
 - monitoring planning and assessment.
 - monitoring learners' work and feedback.
 - speaking with learners, school personnel, parents, and governors.
 - regularly reporting to governors/SLT on the success and development of this policy.
 - provide training for all staff on induction and when the need arises.
 - keep abreast of new developments and resources.
 - undertake risk assessments when required.

Role of Heads of Department

The Heads of Department, in conjunction with the Director of Studies (Prep), are responsible for the implementation of this policy. They will:

- implement relevant and comprehensive schemes of work.
- monitor the teaching and learning.
- monitor assessment and progress.
- support colleagues.
- purchase and organise central resources.
- attend relevant courses and keep up to date with developments in their subjects, disseminating information.
- write an annual review which includes target setting.

Role of Teaching Staff

All teachers will:

- comply with all aspects of this policy.
- undertake careful planning of all areas of the curriculum, while allowing for flexibility and adaptation.
- plan differentiated lessons which are interactive, engaging and of a good pace.
- employ a range of teaching and learning styles which encompass the needs of all learners.
- develop pupils' spoken language, reading, writing and vocabulary in all subjects.

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- hold high expectations of all learners, providing work which stretches and extends.
- assess, record and report on learners' development, progress, and attainment.
- ensure that marking and feedback is regular and meaningful.
- provide opportunities for learners to develop positive attitudes to learning.
- implement the school's equality policy.

Role of Learners

We seek to ensure that learners will:

- be punctual, organised and ready to learn.
- learn to take pride in their work and submit it on time.
- follow the school's code of conduct.
- participate fully in lessons and activities.
- seek support if they need help or do not understand.
- participate in discussions about their attitudes to learning.
- take growing responsibility for their own learning.

Role of Parents/Guardians

Parents and guardians will:

- be made aware of this policy.
- work with the school and support its disciplinary policies and procedures.
- ensure early contact is made regarding matters which might affect happiness, progress & behaviour.
- accord importance to prep, encouraging their children to take responsibility for their learning.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school handbook and prospectus
- the school website
- the staff handbook
- meetings with parents
- email communication and other communications with home such as Headlines
- meetings with staff
- reports to the governing body

The Curriculum

We follow the principles of The National Curriculum and the Independent School Standards Regulations which state that we must provide experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, creative, moral and spiritual, economic, career, health and sex and relationships education.

The Key Stage 3 curriculum generally follows the National Curriculum Programmes of Study.

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Curriculum Allocation

The table below shows the number of lessons (35 minutes per lesson) allocated for each subject area:

Subject	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
PSHRE	1	1	1	1	1	1
English	10	10	8	8	8	8
Maths	10	10	8	8	8	8
Science	2	2	4	4	6	6
French	1	1	2	4	4	4
History	2	2	2	2	2	2
Geography	2	2	2	2	2	2
RS	1	1	1	1	1	1
Computing	1	1	2	2	2	2
Music	2	2	2	1	1	1
Art	2	2	2	2	2	2
DT	2	2	2	2	2	2
Games	4	4	4	4	4	4
PE	2	2	2	2	2	2
Outdoor Ed.	2	2	2	2	-	-
LEX	-	-	1	-	-	-

Curriculum Planning

The curriculum is overseen by the Director of Studies (Prep) who works closely with the Heads of Department. The curriculum is planned in three stages:

- a long-term plan (curriculum map) written by Heads of Department in collaboration with department members and the head of the relevant senior department; these are updated annually and published for parents.
- medium-term plans (produced by Heads of Department and class teachers) which provide greater detail of the objectives and teaching strategies; these detail opportunities for the development of our Attitudes to Learning, promotion of British values and cross-curricular links.
- short-term planning produced by teachers on a weekly or daily basis. These set out the learning objectives for each lesson, identifying activities and relevant resources.

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PSHRE

Our PSHRE curriculum equips our learners with the knowledge, skills and attributes needed to lead confident, healthy independent lives, promoting citizenship and British values with respect for others and our planet. Pupils in Year 8 have access to up-to-date careers education that is presented in an impartial manner, enabling them to make informed choices about a broad range of career options. The delivery of PSHRE is not limited to timetabled lessons but spans the entire curriculum and all areas of school life.

Attitudes to Learning

Clayesmore Prep School's Attitudes to Learning programme is a pupil-centred initiative which promotes self-reflection, personal challenge and regular, purposeful discussion between the learners, their teachers, pastoral tutor and parents.

All pupils at the Prep School are supported and encouraged to develop the following attitudes to learning:

- communication
- creativity
- courage
- consideration

Enrichment

At the Prep School, we are committed to offering exciting and stimulating opportunities for enrichment. These include off-site trips, use of the school grounds and outdoor classroom, workshops, visitors and an annual off-timetable week (Years 3 to 6). Several extra-curricular activities include sport, dance, art, music and drama. There are residential trips for Years 3 to 5 and Years 7 and 8. The school holds several significant events such as World Book Day. There are two annual school productions: a nativity for Years 3 to 5 and an (optional) production for Years 5 to 8, with opportunities for roles in the technical aspects of theatre. We hold an annual sports day, swimming galas, sponsored and charity events.

LEX

The LEX programme is the manifestation of the holistic Clayesmore approach. On Saturdays, learners in Years 5 to 8 can choose from a range of activities that are memorable, meaningful and transformative. In addition, we also offer a fun-packed programme of Lex afternoon clubs. A weekly LEX drama lesson is also included in Year 5.

Assemblies

A whole-school assembly is held each week, as well as weekly assemblies for Years 3 to 6 and for Years 7 and 8. Chapel services also take place regularly. These provide opportunities to celebrate our school community and encourage spiritual and moral development and personal reflection. These are opportunities for FBV, SMSC and EDI to be focused upon within the school community.

Quality of Teaching and Learning

We appoint well-qualified, motivated members of staff who demonstrate strong knowledge and understanding and are keen to develop professionally. Subject specialist teaching is used in increasing amounts as learners progress through Key Stage 2. Lessons are effectively structured with clear objectives which the learners understand, as well as productive use of time and resources. Teaching methods are varied, encouraging both collaboration and independence. The learners' needs, aptitudes and prior attainment are considered. Our classrooms and library offer stimulating environments, where displays are changed regularly and through which we celebrate equality, diversity and inclusion, positive mental health and attitudes to learning. Feedback to pupils about their own progress is achieved through verbal feedback and the regular, meaningful marking of work.

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Prep

We believe that prep is a valuable element of the teaching and learning process. It can be used flexibly as an opportunity for independent study, as an extension to class work or for consolidation. Learners are provided with planners. This also allows parents of day pupils to monitor the completion of prep at home.

Years 3 and 4 pupils are set reading and spelling preps. For learners in Years 5 to 8, a 30-minute prep is set on a Monday, Tuesday, Thursday and Friday.

All teachers must ensure that pupils understand the nature of their prep and that it is recorded in their planner or on Google Classroom. Prep should be meaningful and purposeful. Feedback on prep should be given to learners in line with the school's feedback policy.

Monitoring, Review and Reflection

The school monitors and evaluates the curriculum through a variety of working groups which include Heads of Department, subject teachers and governors. Appropriate recommendations for change will be made to the Director of Studies (Prep), and, where appropriate, in consultation with the Prep School Education Committee. The aim is to ensure that all classes are taught appropriately and that all lessons have clear, focused learning objectives. The continuing professional development programme facilitates the setting of whole-school, department and personal objectives. Peer observation, the sharing of best practice and reflection on the teaching and learning are encouraged.

Training

INSET and staff meetings are planned to allow for opportunities for professional development and discussion of best practice.

All school personnel:

- have equal chances of training, career development and promotion.
- receive training on induction which specifically covers:
 - teaching and learning
 - assessment
 - recording and reporting
 - safeguarding
- receive periodic training so that they are kept up to date with new information.
- receive regulatory training.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, sex, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Clayesmore Prep.

Linked Policies

- [CPS Assessment](#)
- CPS [SEND and Learning Support](#)
- CPS [More Able](#)
- CPS [Attitudes to Learning](#)
- CPS [Feedback and Marking](#)
- CPS [SMSC](#)

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- CPS [PSHRE](#)
- CPS [RSE](#)
- Clayesmore [EAL](#)