



MALDON COURT
PREPARATORY SCHOOL

2a

Curriculum Policy

This Policy applies to all pupils at Maldon Court Preparatory School including those in the EYFS
Reviewed September 2018

School Aims

- To foster a love of learning in which the varied talents and life experiences of each child are recognised and valued.
- To provide a stimulating curriculum through which the children can flourish and become enthusiastic and independent learners, encouraging them to reach their full potential.
- To promote the traditional values of Kindness, Respect and Courtesy.
- To create confident and happy children who are well prepared for their next step in education. This includes; 11+, Scholarships and entrance to schools with Specialist Status.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs: both in the local and wider community.

Rationale

At Maldon Court Preparatory School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The curriculum is organised in order to promote learning and personal growth and development. It includes not only the 2014 National Curriculum, emphasis on 11+ and scholarship exams and enrichment but also a range of extra-curricular activities which are organised in order to broaden the experience of the pupils. It also includes the 'hidden curriculum', where pupils learn respect and courtesy as a way of life from their role models – teachers and other adults in the school. We teach pupils how to grow into positive, responsible citizens who can work and co-operate with others while developing their own knowledge and skills.

Values

Our curriculum is underpinned by the school's ethos. It is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to achieve their true potential, make a positive contribution to society and achieve economic well being.

- We understand that all children are unique, and our curriculum promotes respect for the views of each individual child in their spiritual and moral development as well as their intellectual and physical growth.
- We value the importance of everyone in our community and organise our curriculum so that we promote co-operation and understanding. We respect each child in our school and treat them with fairness and honesty. We aim to enable everyone to be successful, and we provide equal opportunities for all.
- We value our environment, and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations as well as our own.

The Role of the Subject Leader

The role of the subject co-ordinators is to:

- provide a strategic lead and direction for their subject.
- support and offer advice to colleagues on issues related to their subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for their subject.

The school gives all teachers PPA each week, so that they can carry out the necessary duties involved with their role. 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 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, ensuring that there is full coverage of the curriculum and that progression is planned into schemes of work. The subject leader keeps evidence of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Effective Teaching

The classroom / school ethos is strong and promotes a happy and enjoyable learning environment.

- Classroom management is clear to the pupils and promotes independent learning.
- The teacher has good subject knowledge.
- There are clear learning objectives.
- Planning is clearly differentiated and tasks match pupils' abilities. Lessons are planned with clear learning objectives. We evaluate all lessons so that we can modify and improve teaching in the future.
- Assessment informs the next step for planning the teaching and learning.

Teachers establish good working relationships with all pupils. Pupils are treated fairly with kindness and respect. They are given equal opportunities to take part in class activities. Pupils are praised for their efforts and by doing so, we help build positive attitudes towards school and learning in general. Teachers follow the school policy with regard to discipline and classroom management. Class rules are established at the beginning of each academic year and all pupils are expected to comply with these rules. Non compliance results in the implementation of the school behaviour and discipline policy.

We believe that all lessons must contain some of the elements listed below:

- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge and differentiation for all children
- Teacher modelling
- Good questioning
- Pace
- Enthusiastic delivery

When planning work for children with learning difficulties, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

Effective Teachers

Effective teachers show the following qualities: They should

- be flexible
- be inspirational
- be co-operative
- be respectful
- be able to self-evaluate
- be good communicators
- be risk takers
- have a sense of humour

We deploy our teaching assistants as effectively as possible. They work with individual pupils or small groups as directed by the class teachers.

Our school Standards Tracker encourages teachers to reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Teachers are given many opportunities to extend their professional development and where possible will attend courses that are relevant to their professional development.

Styles of Teaching/Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take this into account when planning teaching and learning styles. We offer opportunities for children to learn in different ways.

These include:

- investigation and problem solving
- research
- group work
- paired work
- independent work
- whole class work
- educational visits
- debates, role play and oral presentations
- designing and making things
- participating in athletic or physical activity
- displays are at different levels, positions and angles
- catering for children who have visual, auditory and kinaesthetic learning needs

We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn, and to reflect on how they learn.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each year group which indicates the topics to be taught each term. We review our long term plan annually.

Our medium-term plans give clear guidance on the objectives and teaching strategies that are used. As we have adopted the National Curriculum 2014 as a basis for our teaching, we are able to use the documents as guidance for our medium term plans. These are supported by other schemes as necessary to fulfil our curriculum.

Short-term plans are written on a weekly basis and these set out the learning objectives, identify resources needed and range of activities for the lesson.

The Early Years Foundation Stage

Nursery, Pre-Reception and Reception- adhere to the seven areas of Learning and Development using the national guidance for the E.Y.F.S. (Early Years Foundation Stage). The three prime areas that are vital for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The three prime areas are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities, these may include directed, selected and child initiated. Teaching in the reception class builds on the experiences of the children in their pre-prep learning. Positive partnerships with a variety of nurseries and other pre-school providers in the area, promotes a healthy exchange of views and practices.

A baseline assessment to record the skills of each pupil takes place in the first half term in the Reception class. This assessment forms an important part of future curriculum planning for every pupil.

Pupils need the support of parents and teachers to make good progress in school therefore we build positive links with the parents of every pupil by keeping them informed as much as possible on all school issues. This is done through communication in home/school book, weekly newsletters, 'open door' informal meetings, curriculum meetings, parents' evenings and school reports. Please refer to our EYFS Policy and overview for further information.

CURRICULUM SUBJECTS

English

The English Policy reflects the values and philosophy of Maldon Court Preparatory School in relation to the teaching and learning of English. It sets out the framework within which all staff work and gives guidance on planning, teaching and assessment. The staff use a variety of schemes-including Hamilton Trust and Twinkl-to enhance and resource their teaching.

The study of English develops pupils' abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables pupils to express themselves creatively and imaginatively, as they become enthusiastic and critical

readers of stories, poetry and drama, and non-fiction and media texts. Pupils gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of genre.

In the Foundation Stage the children develop their language for communication and thinking by being encouraged to interact with others in a variety of contexts, negotiating plans and activities and taking turns in conversation. We start the foundations of the Maldon Court style of cursive handwriting and children begin to use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. The children work through a systematic phonic programme at their own level enabling them to use their phonic knowledge to read simple regular words and attempt more complex words. Comprehension Spelling and Grammar are taught on a weekly basis.

The children are prepared for the I I+and Senior School entrance exams.

Mathematics

In Reception, Mathematics is taught through the Early Learning Goals, and in Forms 1 to 6 is taught using the Abacus Evolve scheme as a basis, which allows for flexibility in methods and approach, ensuring that pupils are extended and achieve their full potential. Although Abacus is used by teachers, this is not used on a stand alone basis. Teachers use a range of resources to ensure all can achieve the best they can. Maths is taught in a variety of ways including whole class activities, group, paired and individual work, as well as the use of interactive whiteboards, all of which inspire the visual, auditory and kinaesthetic learner.

In order to extend pupils in Key Stage 1 and support those in Key Stage 2, a timetable is followed using the RM Maths programme. This allows pupils to develop their mental maths skills and identifies any areas which need focus.

We teach Mathematics in the Foundation Stage as an integral part of the school's work. As the Pre-Reception and Reception class are part of the Foundation Stage of the National Curriculum, the children's work is related to the objectives set out in the Early Learning Goals. Problem Solving, Reasoning and Numeracy is one of the areas of learning for the Foundation Stage. The children are encouraged to develop their mathematical understanding through stories, songs, games and imaginative play.

In Key Stage 1 pupils receive 5 lessons a week which focus on the fundamental aspects of Mathematics providing children with a sound understanding of using and applying mathematics.

Pupils in Key Stage 2 are taught by their class teacher in differentiated groups, building on the skills learnt in Key Stage 1. They continue to develop their investigation and problem solving skills and begin to work more independently.

Pupils in Forms 5 & 6 are taught by the Mathematics specialist in differentiated groups. The pupils also prepared for the I I+ and Common Entrance exams.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it engages the different learning styles of pupils. Scientific method is about developing and evaluating explanations through experimental evidence and modeling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life. Pupils recognise the cultural significance of science and trace its world-wide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. In Foundation Stage, pupils experience Science through the knowledge and understanding of the world strand of the ELG's. The children investigate places, objects and materials and living things by using all of their senses as appropriate. They identify some features and talk about features they like and dislike. They are encouraged to ask questions about why things happen and how they work. They look closely at similarities, differences, pattern and change.

In KSI pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

In KS2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

Computing

Computing is concerned with the storage, processing, presentation and communication of information by electronic means. This includes the measurement, modelling and control of external events. ICT continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace.

As Computing underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills. The school follows the Rising Stars ICT scheme.

In Foundation Stage, pupils experience Computing through the knowledge and understanding of the world strand of the ELG's. They find out about and identify the uses of everyday technology and use information technology and programmable toys to support their learning.

History

At Maldon Court Preparatory School we believe that history teaching must stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and an understanding of how events in the past have influenced our lives today and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue their point of view.

History is taught in the Foundation Stage through the knowledge and understanding of the world strand of the Foundation Stage Early Learning Goals. They find out about past and present events in their own lives, and in those of their families and other people they know.

In Key Stage 1, History is taught both as a discrete subject and cross curricular. Topics covered are Toys, Homes, Seaside, Remembrance Day Great Fire of London and Famous people alongside Local history and a term of thematic study. In Key Stage 2, we place an increasing emphasis on independent historical study. Topics covered include Greeks, Tudors, Egyptians, Vikings, Romans, World War 2, Victorian , Oliver Cromwell, The Mayans and Famous people. There is also a term of cross curricular thematic teaching which incorporates history not normally in the set primary curriculum.

Educational visits are an important aspect of the subject and classes are encouraged to incorporate these into the History curriculum. The introduction of one term a year being devoted to a thematic curriculum has enabled the teaching of history to embrace topics outside of our normal curriculum. Pupils have a greater input into what is to be covered and in doing so, they have greater ownership of the curriculum.

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures and how nations rely on each other. Geography teaching also motivates children to find out about the physical world and is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development.

The teaching of Geography throughout the school encompasses different learning styles and groupings. Pupils are challenged to think out ideas, to question and to analyse.

In Foundation Stage, pupils experience Geography through the knowledge and understanding of the world strand of the ELG. They collect postcards from around the world, look for these on the globe and learn songs from different cultures. They find out about their environment and talk about the features they like and dislike. They observe, find out about and identify features in the place they live and the natural world.

In Key Stage 1, pupils learn about their local area, our country, our school, Wonderful World, Magical Mapping and Lets Go To China. Key Stage 2 cover topics such as Rainforests, The UK, Mountains, Rivers, Our Changing World and Magical Mapping.

RE

Religious Education is taught as a discrete subject throughout the school and is cross curricular in many subjects especially PSHE. We welcome pupils of every race and religion to our school. Diversity is embraced and pupils learn about the different religions that make up the multi-cultural world in which they live. An important part of the RE curriculum is the involvement of parents and visitors from different faiths who come into school to share their beliefs and traditions with us. Pupils are encouraged to question, and explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions.

It is important that the different faiths of pupils in the school are incorporated into the RE syllabus, therefore this is updated as and when new pupils start in the school.

RE is taught in the Foundation Stage through the knowledge and understanding of the world strand of the Foundation Stage Early Learning Goals. Pupils are taught the meaning of festivals and participate in all celebrations. They begin to gain an awareness of their own culture and beliefs and those of other people. In Key Stage 1, pupils look at belonging to different faiths (according to the faiths in the class). Christianity, Judaism and Places of Worship are the other main topics covered.

In Key Stage 2, pupils are involved more in questioning moral and religious issues. They are encouraged to suggest answers from their own experience, making reference to the teaching of religions. In Form 6, pupils choose a religion for independent study and research.

PSHE

Personal, Social, and Health Education is central to the education and entitlement of all the pupils. It is an integral part of many aspects of the curriculum, and as a cross-curricular subject, it affects all areas of life in the school. It is embedded within the teaching of the whole curriculum.

PSHE and Citizenship help to give pupils the knowledge skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

We ensure that the children are the fundamental British Values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs

Other related policies and documents include the Safeguarding Policy, Bullying and Discipline Policy, Drug Education Policy, Child Protection Policy and Equal Opportunities Policy.

PHSE is taught in the Foundation Stage through the Early Learning Goals. The children gain an understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously. They are encouraged to consider the consequences of their words and actions for themselves and others. We aim for them to be confident to try new activities, initiate ideas and speak in a familiar group.

PE

We believe that Physical Education develops pupils' physical confidence and their ability to perform in a wide range of activities. It promotes skill, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It

promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes and abilities, and make choices about how to get involved in lifelong physical activities.

Although on a small site, we make the very best use of our space. In Foundation Stage and Key Stage 1, the PE syllabus takes place on site – either in the hall or on the playgrounds. We organise timetables so that P.E. can still go ahead if it rains: the hall is free during these times. All classes are taught by the PE Specialist.

In Key Stage 2, a specialist P.E teacher teaches all classes. Many of the activities are off site: we hire St Francis School's field, athletics track for our athletics and rounders and swimming takes place at Witham Leisure Centre. We enter many local and national competitions and all children are given the opportunity to represent the school in a wide range of sporting activities including football, rugby, cricket, athletics, cross country, orienteering, netball and swimming.

Art

In Art, as with every subject we are setting out to develop children's abilities, to extend their knowledge and to bring out their full potential. Art stimulates creativity and imagination. It provides visual, tactile and sensory experiences and different ways of understanding and responding to the world around them. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Children are given the opportunity not only to express themselves through art, but also to appreciate and value their rich cultural heritage and the art of other cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enrich all our lives.

In Foundation Stage, pupils experience Art through the Creative strand of the ELG's . They explore colour, texture, shape, form and space in two and three dimensions

Music

Music is a powerful form of communication that can affect the way pupils feel think and act. This contributes to learning across the whole curriculum. Music lessons promote spiritual development, by helping pupils to use music to express their own thoughts and feelings.

Pupils are encouraged to exercise responsibility in the choices and decisions they and others make, thereby promoting moral development. They are encouraged to value their own and others' work, recognising the effect of music in propaganda and advertising, as well as its misuse. Social development is promoted through helping pupils share music making and develop a sense of teamwork, recognising the value of different contributions and their own responsibility to support and enrich the work of others.

Music lessons promote cultural development through helping pupils recognise how music can influence and reflect the way that people think and feel, relating to the time and place in which it was created and performed. This is achieved through analysing, evaluating and reflecting on music from contrasting traditions, cultures and eras, and identifying how and why some aspects change or stay the same. We have a thriving Choir and Orchestra.

DT

Design and Technology is an exciting subject which allows pupils to make sense of processes and mechanisms in their environment through first hand experience and exploration. Children have an innate sense of curiosity as to how and why things work and this is harnessed, extended and developed by offering the children opportunities to apply and learn further skills.

Design and Technology contributes to the development of creative skills through planning, designing, making and evaluating. Children can gain satisfaction from using resources to design and create a product that meets a perceived need. It also provides opportunities to explore and develop an understanding of uses for different products and their manufacture.

Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do. Design and Technology should stimulate an interest in design which helps children to understand the importance of how people have used it throughout history to make products which met their needs and contributed to progress.

In Foundation Stage, pupils experience DT through the knowledge and understanding of the world strand of the ELG. They learn to use simple tools and techniques competently and appropriately.

Modern Foreign Languages

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French, Spanish and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. We also use Jolie Ronde.

French and Spanish is taught using Twinkle. French is taught in the Foundation Stage mixed in with other areas, such as answering the register in French and learning colour and number names

Children with Learning Difficulties and/or Disabilities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. 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.

If a child has learning difficulties our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having learning difficulties, his/her teacher makes an assessment of this need and highlights this on the Record of Concern proforma. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, he/she will

be placed on the SEN One Plan register. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. 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.

Monitoring and Review

The Headteacher determines, supports, monitors and reviews the school policies on teaching and learning.

In particular she:

- Supports staff by allocating resources effectively
- Ensures that the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations.
- Monitors how effective teaching and learning strategies are in terms of raising pupil attainment.

The Headteacher is responsible for monitoring the way the school curriculum is implemented. She reviews each subject area in the cycle of review and development.

The Headteacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

There is also a rolling program by which all subject leaders observe their peers teaching their subject once a year. The observation date and focus is negotiated between the observer and the teacher.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators have responsibility for monitoring the way in which resources are stored and managed.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes in the physical environment of the school.

This policy will be reviewed annually in order to ensure that the policy is contributing to pupil progress throughout the school.

Mrs E Mason September 2018