



UCS
HAMPSTEAD



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2a Curriculum

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of the curriculum at UCS Pre-Prep. It reflects the values and philosophy of UCS Pre-Prep and it gives a framework for staff, both teaching and non-teaching. This policy is intended to be used in conjunction with the schemes of work for each subject that give details of what pupils in each age group will cover as well as the Curriculum Subject Handbooks.

Principles

UCS Pre-Prep seeks to support its pupils by offering a curriculum that is broad and balanced and appropriate to the pupils' ages, abilities and aptitudes. As part of the UCS Foundation, IAPS and ISC, UCS Pre-Prep values its freedom to make decisions relating to the curriculum, utilising the National Curriculum, the professionalism of its staff, needs of its pupils and educational best practice to inform its decisions.

Our curriculum includes experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Our curriculum comprises of the planned activities that we organise in order to promote learning and that enable personal growth and development. Pupils will acquire skills in speaking, listening, literacy and numeracy.

We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, UCS Pre-Prep provides an educational environment which is caring, friendly, well-structured, and positive and academically challenging to each individual pupil.

The curriculum is creative in its approach and is based on four curriculum drivers: Endeavour, Resilience, Intellectual Curiosity, Collaboration, that are embedded across the school supporting pupils to develop these learning habits in different subject disciplines.

The various co-curricular activities that are organised enrich the children's experience and the children learn mutual respect from the way they are treated and expected to behave. The school's Spiritual, Moral, Social and Cultural learning, is embedded into the daily life, ethos and principles of the school. The curriculum reflects the school's aims and ethos of tolerance, intellectual curiosity and liberal scholarship, and encourages respect for others.

Values

At UCS Pre-Prep we believe in the concept of lifelong learning and that adults and children learn new things every day. Learning should be a rewarding, fun and enjoyable experience for everyone. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Appropriate teaching and learning experiences help pupils to lead happy and rewarding lives in order that they can utilise these experiences to reach their full potential. People learn best when they are involved in their own learning and when learning is approached in different ways at developmentally appropriate levels. We provide a rich and varied learning environment that allows pupils to develop their skills, abilities and talents across all levels of their intellect and development: academically, physically, spiritually, socially and emotionally.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop strategies that accommodate a variety of different learning styles such as visual, auditory and kinaesthetic. Therefore we offer opportunities for pupils to learn in different ways. Some of these include:

- Investigative work

- Problem solving
- Group work
- Paired or partner work
- Independent work
- Whole class work
- Researching and discovering
- Asking and answering questions
- Use of varied multimedia resources; including laptops, computers, iPads, digital cameras, video etc
- Field work and visits to places of educational interest
- Designing, making and creating
- Creative and expressive activities
- Debate, role play and oral presentations
- Drama
- Participation in athletics or physical activity

Pupils are encouraged to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn, to reflect on how they learn and what helps them to learn. This reflection enables them to identify areas of weakness and learn how to improve. Teachers regularly discuss work with pupils in conjunction with the marking process and further encourage pupils to describe, assess and evaluate their learning needs.

Teaching is focused on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. We utilise long and medium term planning to guide our teaching. We base our teaching upon National Curriculum requirements and our knowledge of the pupils' ability indicated by assessments and where appropriate, pre-assessments. Our principal focus is to further develop the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to all levels of ability. When planning activities and tasks for pupils with learning needs we consult with pupil's I.E.P.s or ECH plans and liaise with the ELCo. We have high expectations of all pupils and their ability to fulfil their potential.

Teachers at UCS Pre-Prep establish good working relationships with all pupils in their class. Pupils are treated with kindness and respect. Equal opportunities are given for all children to take part in class activities. Positive reinforcement and praise are integral to teaching in the school. Pupils are treated fairly and consistently. Teachers follow the school behaviour and disciplinary sanctions with regard to classroom management. We have high expectations of behaviour at UCS Pre-Prep and expect pupils to comply with class rules. These exist to promote the best learning opportunities for all. Through relevant praise we build high levels of confidence and a positive attitude towards school and learning in general.

Trips and Outings

Part of the curriculum is delivered through trips and all classes are expected to go on at least one outing each term to complement an area of the curriculum and make full use of the local facilities of museums, art galleries, theatres, historical sites and sites of scientific interest. In addition visitors and speakers enhance the delivery of the curriculum. We ensure that all tasks and activities pupils do are safe and we consider risk when planning or organising to take pupils out of the classroom. Please consult the Procedure for Activities off the School Site.

Learning Environment

Our classrooms are attractive learning environments. We regularly change our displays throughout the term and ensure that the classroom reflects topics studied by the pupils. All pupils have the opportunity to display their work throughout the year. Displays are interactive, informative and used as a tool for learning. They are also celebrations of pupil learning and achievement. We believe that a stimulating environment sets the climate for learning and an exciting and engaging classroom reflects independent use of resources and high quality work by pupils.

Below are the main values of our school, upon which we have based our curriculum. These are not in any order of importance as all these values are of equal importance to us.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for other cultures and religions.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to motivate pupils by arousing a sense of curiosity and wonder;
- to encourage children to reflect upon their learning, knowing their strengths and areas in which they need to develop;
- to teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to be aware of the importance of their own positive contribution to society and their responsibilities as members of a local community and a global society;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
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Organisation and Planning

UCS Pre-Prep's curriculum is broadly based on the National Curriculum for Key Stages 1 & 2 and, Reception follow the Early Years Framework. Although the school's schemes of work do not strictly follow all of the elements of the National Curriculum we use this as a spine and then enhance this curriculum to suit the needs of the pupils. We deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage and to their schooling in Year 3.

Each subject has schemes of work through which are articulated the areas of study. Through our schemes of work we give clear guidance on the objectives and teaching strategies for each topic so that all pupils can learn and make progress.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, following the creative planning approach, so that there is coherent and full coverage of all aspects of the seven areas of the curriculum and the characteristics of effective learning. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

In Key Stage One we teach the foundation subjects through a creative curriculum approach. Through long term planning, half-termly topics are mapped out across each year group that deliver the full range of National Curriculum subjects. For example, the class may concentrate on a half-termly teaching topic with a history focus, then switch to a greater emphasis on geography in the next half-term's teaching topic. Additionally, there will also be half-termly topics planned that promote both geography and history links.

All pupils commence their Reception year in September. The aim of the Reception curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development.

Pupils study PSHEE, English, Maths, Science, ICT, Geography, History, French, Music, Art, Design Technology, Physical Education and Games. All subjects are taught in mixed-ability groups with appropriate levels of differentiation and extension.

Co-Curriculum Activities

Pupils take advantage of the swimming pool, tennis courts and fields of UCS for their Physical Education and outdoor learning as well as the allotment. UCS Pre-Prep offers a wide and varied programme of cultural and sporting activities which support and extend the curriculum. These include, coding, yoga, Tae kwon do, art, philosophy, science, fencing, cookery and chess.

The Early Years Foundation Stage

The curriculum, by which we mean the learning and development undertaken by every child in this Key Stage, is planned in accordance with The Early Years Foundation Stage Statutory Framework, www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

The EYFS curriculum is divided into three prime areas and four specific areas and children learn across all the seven areas through planned purposeful play and adult led activities, with an emphasis in Reception towards more adult led activities as pupils become ready for Year One. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities.

The Prime Areas:

Communication and Language

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling
- Health and self-care

Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour

- Making relationships

The Specific Areas:

Literacy	Understanding the World	Mathematics	Expressive Arts and Design
Reading	People and communities The world	Numbers Shape, space and measures	Exploring and using media and materials
Writing	Technology		Being imaginative

There are three characteristics of effective learning across the EYFS, which staff also across the 7 areas:

Playing and exploring Creating and thinking Critically Active learning

Each child in Reception is given a key person (the class teacher) who will ensure that every child's learning and care meets their individual needs. The key person also ensures parents have a contact point that represents their child's welfare and progress. We are cognisant of the fact that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing

Assessment

Children are continually observed across these areas and characteristics and the key person plans purposeful play, involving child and adult led tasks and taking into account the individual needs, interests and stage of development of each child. Parents are kept regularly informed of pupil progress and can therefore follow up this learning and development at home. This formative assessment is shared with parents. At the end of the Reception year, a profile, called the Early Years Foundation Stage Profile (EYFSP), is completed on your child. This is a well-rounded picture of your child's knowledge, understanding, abilities and progress measured against the Early Learning Goals (ELGs). The teacher will assess whether you child is meeting expected levels of development, exceeding or not yet reaching expected levels, emerging. The EYFSP is carried out in the final term in which your child reaches five. Children's progress is measured using the ELGs and this profile is then shared with parents and the Year One staff to help them plan for your child's learning in the next Key Stage.

If there is cause for concern with a child's progress within the prime areas (and indeed generally) the school will always contact the parents to discuss what measures will be put in place to support development.

Children where English as an additional language will have the opportunity to use their home language but their progress in Communication and Language and Literacy will be assessed in English.

Key Stage One

Pupils in Key Stage One mainly follow the National Curriculum. www.gov.uk/national-curriculum/overview. They have opportunities to engage in a creative and varied curriculum that develops curiosity, independence and a love of learning. They build upon skills and develop knowledge that will help them across their school careers. They also develop skills and knowledge that help them to prepare for the 7+ Examination, which is held in the Spring Term of Year Two.

Pupils are formally assessed each term and on an informal ongoing basis by the class teacher. These assessments are to ensure that we plan effective tasks to develop pupil's skills and understanding so that all pupils make at least good progress. Please consult the schools' Assessment policy.

Key skills

The following skills have been identified as key skills in UCS Pre-Prep curriculum:

- communication (speaking and listening)
- application of number
- information technology
- working with others
- improving one's own learning and performance
- application of thinking skills
- problem-solving

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

Special Educational Needs and Disability and More Able and Talented

If a child has special needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need in consultation with the Enhanced Learning Co-ordinator (ELCo). In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs where reasonably possible.

The Enhanced Learning Co-ordinator (ELCo) supports staff in identifying pupils' difficulties or strengths (More Able and Talented). The ELCo works alongside class teachers to support or extend pupils beyond the usual differentiation of the classroom to ensure our curriculum is accessible to all pupils. This is through developing differentiated planning or more personalised teaching strategies; to co-ordinate any extra help or extension required in small groups or one to one; to liaise with parents and outside agencies. We work closely with specialists and professional agencies to ensure that all children's needs are met.

The class teacher and ELCo work together to ensure that for pupils who have an Education, Health and Care plan, the curriculum is accessible and engaging, and that progress can be made.

The school provides an Education Plan for each of the children who have identified SEN or MAT. This sets out the nature of the special need and the provision in place to support the child. The progress of each pupil's development is monitored and reviewed at regular intervals throughout the academic year.

English as an Additional Language

We identify and meet the needs of children for whom English is an additional language through class based support and, if required, group and one on one support with a specialist teacher. Please consult SEND policy, English as an Additional Language Policy and More Able and Talented Policy.

British Values

The curriculum supports the promotion of British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths. These values are embedded into subject teaching and in particular in PSHEE, Literacy and when studying topics in Humanities so that pupils are prepared for the opportunities, responsibilities, and experiences of life in British society. Assemblies also support British Values as do classroom and school displays.

Homework

Homework should support work in school and enable the practice of skills taught in school and inspire and engage pupils in their learning. The Homework policy underlines the guidance and purposes of homework, the types of homework that will be set and offers advice on helping your child and communicating with the subject teacher. Please consult the Homework policy.

The Role of Parents

Parents are fundamental in helping pupils to learn and we strive to involve parents in their own child's learning through:

- Weekly Bulletin
- The Finchley half term newsletter
- Half Term Curriculum Overviews
- Open lessons where parents come and watch
- Science Fairs/Book Week/ International Day
- Reports and parents evenings
- Curriculum meetings
- Open homework projects
- Regular home/school links through reading and homework diaries
- Supporting older pupils with projects and investigative work
- Additional meetings at parents or teachers' request
- School social and fundraising events e.g. fireworks evening
- Curriculum Projects where parents are invited to contribute (art, library projects)

We believe that parents have the responsibility to support their child and the school in implementing school policies. We would like parents to ensure their child has the best attendance record possible; is equipped for school with the correct uniform/ PE Kit and is encouraged to try their best. We ask that parents:

- Keep their child healthy and fit to attend school
- Inform school if there are matters outside of school likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Communicate with the school and reply to notes and slips ensuring they are returned to school (especially for younger pupils)
- Help enable their child to complete their homework in an appropriate environment

Assessment and Reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and the Senior Leadership Team use it to monitor how effective the teaching and the curriculum is.

Record-keeping and assessment procedures are defined in the Assessment Overview and in subject handbooks. Reports to parents give clear, accurate and useful information on their children's progress and ways to improve, often through next steps or target setting.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum. See Equality Policy.

Staff Development

Training is provided in order to update and improve standards of teaching and learning. There is a clear Teaching and Learning Monitoring calendar and School Development plan, from which all training needs originate. Training needs are regularly assessed. Please consult Continuing Professional Development Policy. The Headmistress meets with each member of staff every half term to discuss pupils and C.P.D. In addition, Early Years staff have regular supervisions. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

Monitoring and Review

Subject Co-ordinators, the Director of Studies and UCS Pre-Prep Senior Management Team monitor the way the subjects are delivered throughout the school as part of the school's monitoring of teaching and learning cycle. The Director of Studies manages and leads on curriculum and assessment throughout the school.

The Role of the Director of Studies is to:

- provide a strategic lead for subject Co-ordinators
- develop and enhance the curriculum of the school
- monitor assessment procedures and ensure rigorous tracking and target setting to enable pupil progress
- ensure a broad, creative and accessible curriculum
- Liaise with the ELCo and Headmistress

It is the role of each Subject Co-ordinator 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 Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

The role of the Subject Co-ordinator is to:

- manage and lead the direction for the subject;
- support and advise colleagues on issues related to the subject;
- provide efficient resource management for the subject;
- have an awareness of the schemes of work from EYFS to KS1;
- report to the Headmistress on the strengths and weakness of the subject and the strategies for improvement through an action plan
- Write and implement the subject handbook

The class teachers and the Subject Specialist Teachers are responsible for the day-to-day organisation of the curriculum. Within their department, they monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum sets the expectations which forms a base for the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a half term. The more detailed weekly short term planning will focus on the teaching process. A planning template is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing teaching objectives, differentiation and teaching assistant deployment.

The Role of the Class Teacher and Specialist Teacher is to:

- Deliver the full curriculum in an accessible and engaging manner enabling pupils to enjoy their learning
- Allow all pupils to make good progress from their starting points
- Ensure all assessment procedures are followed effectively

- Communicate regularly to parents about their child's learning needs and attainment

This policy is monitored by UCS Pre-Prep Senior Management Team and will be reviewed every two years, or before if necessary.