Curriculum Policy
(including for children in the EYFS)

Introduction
The curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and the ISEB (Independent School Examination Board), but also the range of extra-curricular activities that the school organises to enrich the learning experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our Mission
Through our diverse and inclusive curriculum, our mission is to provide a happy and stimulating environment in which all pupils can thrive, to create an environment where pupils are developed in all areas of personal, academic, physical, social, spiritual and moral development,, and to facilitate a supportive environment in which each child's needs are met. We foster an understanding of all faiths and cultures, a respect for one another, and the environment in which we all live. It is important our pupils know what it means to contribute towards society and help those less fortunate than themselves.

Our Ethos
The ethos of the school is based on an "I can" positive culture, where children are taught that with help, they can aim high and succeed by making exceptional academic progress during their time with us.

We aim to:
- develop lively, inquiring minds
- foster and maintain good relationships with their peers and adults
- encourage the ability to question and see the other point of view
- support their development through physical skills and tasks
- develop independence and self-discipline in their approach to learning
- acquire understanding, knowledge, skills and attitudes relevant to a fast-changing world
- develop personal moral values, and to have respect for and tolerance of other faiths, beliefs and cultures
- gain an understanding of the world in which they live
- appreciate human achievements and aspirations

Our mission statement is underpinned by the values in our Code of Conduct (CPCC).

Be a good **role model**
Be **respectful** and **kind**
Try our best and **persevere**
Take responsibility for our actions
Believe in ourselves

We talk about these principles every day in our lessons and in our assemblies and you will see these values shine through, in every pupil at our school – they are part of our curriculum.

Organisation and Planning

Curriculum Maps – Long-Term Planning
We plan our curriculum in three phases. We agree a long-term plan for the EYFS and each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. These are called Curriculum Maps.

Medium Term Plans
With our medium-term plans, we make it clear what knowledge and skills objectives are being taught. For Maths, PSCHE and computing, we follow a specific scheme and so do not rewrite a medium-term plan for these. We follow **White Rose Maths** for the Infants and the **ISEB** curriculum for the Juniors; **Purple Mash** for our Computing Curriculum, and the **PSHE Association Programme of Study** for our PSHE. **English** takes some planning from Hamilton Planning and class texts and **Science** from Hamilton Planning.

Short-Term Planning
Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each lesson, to identify what resources and activities we are going to use in the lesson and identify how different groups of children will be challenged and supported.

In the EYFS we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Years Curriculum, and there is planned progression in all curriculum areas.

In Key Stage 1 and Key Stage 2, where possible we make cross-curricular links but where this is not appropriate, some subjects are taught discretely.

Teaching Groups

All teachers teach most subjects to their own classes, but Music, French and Mandarin are taught by specialist peripatetic teachers.

Teaching groups are mixed ability, with some ability grouping for phonics and mathematics.

We are a mixed school, so all subjects are taught in mixed gender groups. However, for some sex education lessons, boys and girls may be taught separately.

Children with Special Needs

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 a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher assesses the need. In most instances, the teacher can provide resources and educational opportunities which meet the child's needs within the normal class organisation.

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 school 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.

Where pupils need extra support, whether they are SEN or just need that little extra support for a particular subject or topic, we do not discriminate against gender and so provide equal support for both boys and girls

Classroom Support

Classroom support is available in the form of teaching assistants, at the discretion of the class teacher and Head Teacher.

At times, volunteer helpers assist in the classroom, such as listening to readers from Reception to Year 3. Volunteers also assist on outings and to enrich the curriculum such as coming in to share their expertise or get involved in yearly events such as World Book Day.

EYFS

The curriculum that we teach in the EYFS meets the requirements set out in the Early Years Foundation Stage Statutory Framework. Our curriculum is inclusive, diverse and provides valuable experiences to ensure progression of skills and knowledge to ensure that pupils achieve the Early Learning Goals by the end of Reception. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation and Reception class builds on the experiences of the children in their previous learning.

We understand all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We use Class Dojo to share observations of individual pupils with parents and use communication books to share information also.

11+ Preparation Programme

We are committed to delivering a robust and systematic preparation programme for all our pupils from the summer term of year 5 through into autumn term of year 6. Our preparation process is a supportive and positive one, which places our knowledge of the individual pupils at the core. Parents/guardians are informed about the 11+ process during an information evening and are invited in to discuss the transition period with the Head Teacher when their child is in year 4. Considerable time is invested in devising a preparation schedule which ensures pupils cover the required 11+ examination curriculum, master requisite examination techniques and gain practise a variety of papers. While achievement and performance in the 11+ process is

valued and wholeheartedly encouraged, it is but one element of a broad and balanced curriculum. We believe that by the January of Year 6, our pupils are more than ready to meet the high and demanding standard of the 11+ process from all perspectives: academically, emotionally and socially.

Learning skills and behaviour

Our Caversham Prep Code of Conduct, CPCC, is how we expect our pupils behave to make excellent progress in their learning and to leave Caversham Prep School as role model citizens. (See above)

Below are the Learning skills that permeate all aspects of the taught curriculum at Caversham Preparatory School:

- Enquiry and Problem Solving
- Creative Thinking
- Reasoning and Evaluation
- Self-Awareness, Managing Feelings and Empathy
- Self-Motivation

Our teachers consider these skills carefully when planning and delivering lessons, so that the children's progress in all of these areas. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skills areas in order to develop to their true potential.

Homework

Homework is considered an essential element of their learning. Homework must enable them to independently practise skills and use and apply what they have been taught.

	Expectations for homework	Weekly Homework – Set every Monday
YR	Daily Phonics and Reading practice	
Y1 & 2	Phonics practice Reading	Purple Mash Weekly Spellings
Y3 & 4	Reading Times Tables Spelling Practice	English Grammar/writing Task (30 mins max) or Maths Using & Applying Task (30 mins max) (Weekly rotation between maths and English.)
Y5 & 6	Reading Spelling Practice	English Grammar/writing Task (45 mins max) Maths Using & Applying Task (45 mins max)

Pupils who have made insufficient effort during class time may be asked to complete work at home.

Further practise in basic skills (e.g. handwriting) may be set at the discretion of class teachers after negotiation with parents.

The role of the subject co-ordinator

The role of the subject co-ordinator is to:

- provide a strategic lead and direction for the subject including writing the subject policy document
- monitor how their curriculum subject is taught and assessed in the school
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

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, ensures that there is full coverage of the National Curriculum/ISEB syllabus, and that progression is planned into schemes of work. They also write yearly action plans linked to the school development plan.

Monitoring and review
Our Head Teacher is responsible for the day-to-day organisation of the curriculum.

Policy Administration

Linked Policies
This policy should be read in conjunction with the following school policies:
- Early Years Foundation Stage
- Subject Specific Policies
- SEND Policy
- PSCHE
- Homework Policy
- Assessment and Feedback Policy

Quoted Legislation and Guidance
None

Review Schedule
This policy is subject to 3 yearly reviews unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
	Jan 2019	
Andrea Hutchison	23.1.21	Edited and formatted.
Andrea Hutchison	October 2021	Edits linked to code of conduct and subject lead roles and new curriculum.
Andrea Hutchison	October 2022	Edits about 11+ preparations and curriculum
Andrew Lawson	Oct 2022	Review and Update Formatting
Jacqueline Lawson	November 2025	Reviewed and Updated