



Curriculum Policy (Prep)

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Policy Statement

CATERHAM SCHOOL ETHOS AND AIMS

Inspiring Education for Life

Caterham Prep School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and wellbeing underpin academic, co-curricular and sporting excellence. Our pupils are day pupils. Our senior school also houses a thriving boarding community, which enriches the educational opportunity and experience for all. We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Caterham Prep School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the opportunities, responsibilities and experiences of life in British Society. challenges of life in further education and beyond and understanding their responsibilities towards others. We want our pupils to leave Caterham Prep well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. Pupils should not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In so doing we remain true to our founding Christian principles and values. Safeguarding themes, including online safety, respectful relationships, and health education, are embedded across the curriculum in line with statutory requirements

Caterham Prep School provides full-time supervised education of pupils of compulsory school age until the end of Key Stage Two, Year Six, (11+). Pupils are offered experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education through a programme of activities appropriate to their needs. The curriculum provision at Caterham Prep School enables pupils to acquire skills in Speaking, Listening, Literacy and Numeracy; and this includes all those pupils in the Early Years Foundation Stage (EYFS) setting. In Reception this provision includes a programme of activities which is age appropriate to educational needs in relation to personal, social, emotional and physical development and communication and language skills. The curriculum enables all pupils to have the opportunity to learn and make progress, including those pupils with learning support needs, those for whom English is an additional language and the most able. For children whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop. The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities and experiences of adult life in a manner that is appropriate for children under the age of eleven.

In the EYFS, Year 1 and 2, the class teacher, supported by the teaching assistants, is responsible for the delivery of the majority of curriculum subjects. Some subjects such as Art, MFL, Music, Outdoor Learning, Drama and Sport, including swimming, are taught by subject specialist staff. In Year 3 & 4, for the most part, the form teachers are responsible

for the delivery of the majority of core subjects. For the rest of the curriculum, pupils are taught by subject specialists. In Years 5 & 6 pupils are taught all subjects by subject specialist teachers. Teaching & Learning occurs through a variety of whole class, group, paired and individual methodologies, utilising a wide range of approaches from didactic teaching through to independent learning, incorporating technologies such as mobile devices in the form of iPads (see Teaching & Learning Policy) and outdoor education. For those in the EYFS setting, provision for our pupils is made in each of the following: Communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.

All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with an Education, Health and Care Plan (EHCP), whose needs are reviewed annually.

The curriculum provides for the teaching of Wellbeing (Personal, Social, Health and Economic Education), which is taught to class groups as a timetabled discrete subject, working concurrently with the Wellbeing (PSHCE) policy and schemes of work where further details can be found. The Wellbeing (PSHEE) curriculum reflects the school's aims and ethos. The documents work and should be read in conjunction with one another, along with Teaching and Learning, Special Educational Needs/Disabilities (SEND) and the provision for Spiritual, Moral, Social and Cultural Education (SMSC). The Relationships and Sex Education (RSE) Policy and scheme of work were developed to take into account the recent changes to national guidelines.

Equality, Diversity and Inclusion has been a core part of the development of all new and reviewed subject areas and topics. Existing subjects and schemes of work have been audited and adjusted where necessary in order to highlight and promote these values, alongside British Values. Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This policy is available to parents and prospective parents on request from the school office.

Curriculum delivery complies with the Equality Act 2010, ensuring reasonable adjustments and accessibility for all pupils, including those with SEND and EAL

Homework

Pupils in Reception, Year 1 and 2 are set daily reading, along with homework tasks as required by their teachers.

Pupils in Years 3-6 are set daily reading, along with weekly homework tasks for English and Maths, in addition to spellings.

Details of the above are set out in the Homework Policy.

There is a formal, optional, Prep session every day after school for pupils in Years 3-6.

Monitoring

All teaching staff are responsible for monitoring the way the school curriculum is implemented. Curriculum impact is reviewed annually and reported trustees, ensuring accountability and compliance.

The quality of curriculum provision is monitored by the Headmaster and Senior Deputy Head in collaboration with Heads of Department. Pre-Prep and EYFS is overseen by the Head of Pre-Prep.

Standards of academic attainment and achievement are monitored by Heads of Department in collaboration with the Learning Support Co-ordinator and Senior Deputy Head.

The educational experience of pupils with EHCPs is monitored by the Head of Learning Support.

Curriculum Procedure Statement

All children, including from those in the EYFS through to Year 6 will have experience of the following areas:

Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical: This area helps pupils to make calculations, to understand and appreciate quantity, relationships and patterns in number and space and to develop their capacity to think logically and express logical problem-solving sequences clearly. Knowledge and understanding of mathematics will be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing our pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: At Caterham this aspect of development is taught variously through Digital EDGE, STEM, Science, Art and Performing Arts.

Human and Social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. At Caterham, the subjects of Wellbeing (including PSHCE and elements of RE) and Global (including History, Geography and elements of Religious Education) make a strong contribution to this area.

Physical: This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health in their Sport and Outdoor Learning lessons.

Aesthetic and Creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects. At Caterham some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Reception

At Caterham, the curriculum in the Reception phase is based on the Early Years Foundation Stage. This focuses on the seven areas of learning and development covered by the early learning goals.

These are:

Prime Areas:

Communication and language

Physical development

Personal, social and emotional development

Specific Areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

All learning involves carefully planned purposeful play that reflects a balance of adult led and pupil-initiated activities. Each child is assigned a key person (this is the class teacher) to help ensure that every child's learning and care is tailored to meet their individual needs.

Year 1 and 2

In Years 1 & 2 the learning and teaching of some of these subject areas is delivered through a cross curricular approach.

- English and Mathematics are taught daily
- Religious Education (RE) including time for a wide variety of Religious festivals
- Sport is taught by specialist teachers, including swimming, netball, football, other seasonal sports
- Music and Drama are taught by specialist teachers and include preparation for performances
- French is taught weekly
- Science, History, Geography and Art are taught as part of Global
- Outdoor Learning is taught weekly
- Wellbeing is taught weekly

Years 3 – 6

As pupils move into the Years 3- 6, all subjects are taught discretely, however where there are cross-curricular links to other subjects these are incorporated within the individual curriculum schemes of work.

The curriculum for these phases is designed to ensure pupils gain learning experiences that develop their linguistic, mathematical, scientific, technological, human and social, physical, spiritual, Christian, aesthetic and creative education.

At all phases, the curriculum is planned in a manner that differentiates learning and teaching according to the spectrum of pupil learning needs at Caterham School. This includes pupils needing learning support and SEND (Special Educational Needs and Disabilities) pupils, EAL pupils (English as an Additional Language), and our more able pupils, with stretch and challenge for all. Pupil learning and attainment is regularly assessed through both formative and summative assessments, and this informs future planning.

Whilst the taught Caterham curriculum provides for the educational development of pupils, Caterham provides many further opportunities for the holistic growth of pupils' learning experiences through the provision of numerous co-curricular activities including sports, music and other intellectual aesthetic clubs.

Each pupil's pastoral development is attended to by all staff through the constant reinforcement of the 'Caterham Way' enabling pupils to recognise right and wrong and make appropriate choices. Pupils are encouraged to take on responsibilities that are age-appropriate in order to support and develop their personal development. These will include opportunities to support charities and develop their own products and business ideas.

By the end of the Prep School we aim to have pupils who are enthusiastic and capable learners who employ the Learning Powers of *Curiosity & originality, Resilience & risk-taking, Initiative & independence, Empathy & collaboration, Persistence & reflectiveness*.