



Curriculum and Learning Policy

(including EYFS)



Last reviewed: September 2023

Next review: September 2024

Reviewed by: Head of Prep, English and Maths Coordinators, EYFS/Pre-Prep teacher

Refer also to:

Curriculum Policy for the Senior School

Pastoral Care and Personal Development

Behaviour

Living together at Godolphin – Bullying

School Worship

Equality and Diversity

Accessibility

Homework

Policy for Progress

Assessment and reporting

Relationships and Sex Education

Teaching and Learning

GODOLPHIN PREP

CURRICULUM POLICY (including EYFS)

1. Aims

The curriculum promotes the spiritual, moral, cultural, intellectual and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

Through the curriculum we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and the Godolphin values of ambition, integrity, courage and kindness. We encourage pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

2. Practice and Procedures

- At Godolphin Prep, we use the Primary National Curriculum (2014) and Rising Stars assessments (under review 2023-2024) to inform our teaching and planning.
- We use Schoolbase to track/monitor progress.
- We offer a broad creative and liberal education which enables each pupil to fulfil their individual potential in the areas relevant to their personal abilities, skills and interests encourages them to grow towards personal maturity as friend and citizen.
- We expect pupils to acquire key skills in speaking, listening, literacy and numeracy, making suitable provision for those for whom English is not their first language.
- We encourage pupils to enjoy the learning process, developing lively, imaginative and enquiring minds.
- We encourage pupils to develop personal and moral values, respect for each person, other cultures, religions and ways of life.
- We equip pupils to develop study skills necessary to realise their learning potential and equip them to be lifelong learners.
- We enable pupils to acquire skills and knowledge relevant to adult life and a world of rapid and continuous technological change.
- We ensure that pupils can make informed choices and suitably prepared for the next stage of their life and education.
- Through our assessment process, we aim to give pupils a knowledge of their current strengths and weaknesses and encourage them to develop their abilities and talents.
- We aspire to the best possible environment in support of the teaching and learning process.
- We recognise that excellent and inspiring teachers are intrinsic to successful learning.

Pupils follow a programme of personal, social, health and citizenship education reflecting the School's aims and ethos.

3. Links with the Senior School

The Academic Deputy, the Senior School HoDs and the Prep subject coordinators work closely together on the timetable, schemes of work to ensure the best possible outcomes for the Prep girls who transfer to the Senior School at the end of Year 6.

4. Equal Opportunities

Access to the curriculum and extra-curricular activities are available to all pupils with due regard to race, disability, religion or belief.

5. Disabilities

In accordance with the statutory requirements, the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan which is available to parents on request. (See Disability and Accessibility Policy). A Learning Access Committee meets regularly to review the policy and assess the needs and progress of individual pupils.

6. Meeting Individual Needs

Although Godolphin Prep is comparatively small and, therefore, has a small staff we aim to offer a creative curriculum which offers opportunities beyond the basic needs of everyday life. The strengths and weaknesses of no two children are alike and so we hope to provide areas which will inspire the girls to have a desire to achieve their individual potential.

(a) Early Years Foundation Stage

On joining the Pre-Prep class, pupils will join a group of children who are trying out the road to lifelong learning for themselves for the very first time. They are encouraged to become sociable and adventurous and to discover their developing skills. There is a multi-sensory approach to these first steps. All experiences are working towards the seven main areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

(b) Pre-Prep

On moving to the more formal stage of their early education at the age of rising six, the pupils will be involved in a timetable which has a clear structure based around the acquisition of clear communication skills and the assimilation of number. Their curriculum starts to be more clearly defined with the addition of named activities - Art, Computing, French, Music, Physical Education, PSHE, RE, Science and Topic/Humanities. The pupils begin to grow in confidence and find they are beginning to be taught by their class teacher and other subject teachers.

This timetable remains similar throughout Years 1 and 2.

(c) Prep

At the transition to the Prep, the pupils start out on the next stage of their education during which they are expected to gradually become more independent and responsible for their own actions. Computing appears on their timetables as a taught session. From Year 3 onwards the girls have more subject teachers, and they make more use of the Senior School facilities. Most of our pupils move to the Senior School; some are awarded scholarships. A few take ISEB 11+ CE or sit the 11+ examination for entry to South Wilts Grammar School.

Parents may also like to refer to the termly Curriculum Overviews which can be found on the Prep and Pre-Prep areas of the website.

7. Relationships and Sex Education

The School provides a sex and relationship education programme for pupils in which they are encouraged and guided by moral principles and taught to recognise the value of family life. (See Relationships and Sex Education Policy).

In accordance with the law, the biological aspects of human reproduction remain compulsory for all girls, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

8. Physical Education and Sport

All pupils are expected to take part in the School's Physical Education and Games programme. Pupils may be excused from PE and Games lessons for medical reasons.

9. Religious Education

All pupils receive Religious Education lessons in which they study the main world religions. (See also Collective Worship Policy).

10. Extra-curricular Activities

The school has a wide and varied programme of extra-curricular activities that take place outside the formal curriculum, both after lessons and at lunchtimes. Activities include Choir, Hockey, Netball, Swimming, Yoga, Zumba, Art, Clay, Lacrosse. There is a small charge for some of the activities.

The pupils are also involved in visits in and around Salisbury. Residential trips are usually offered for example the New Forest for Year 5 and Normandy for girls in Years 6.

11. Prep (homework)

The School expects prep (homework) to be set as appropriate. For guidance, our expectation for pupils is as follows:

Pre-Prep: Pupils in Years 1 and 2 will have reading and spellings.

Year 3: Pupils will have a homework task. This may take them 20 minutes.

Year 4: Pupils will have a homework task. This may take them 30 minutes.

Year 5: Pupils will have a homework task. This may take them 40 minutes.

Year 6: Pupils will have a homework task. This may take up to 45 minutes.

In addition, in Years 3 to 6 pupils should spend about 5-10 minutes each evening reading their school reading book to an adult, or to themselves (depending on advice from their teacher). Spellings also need to be practised daily.

Pupils in Years 3-6 will be given a prep/homework timetable at the beginning of the school year.

12. Learning Support

The Prep has a Further Learning Co-Ordinator/SENDCo who liaises regularly with Prep staff.

Able Gifted & Talented

We also have an Able, Gifted and Talented policy. Staff liaise closely to identify the pupils and ensure that they have planned extension opportunities, open-ended tasks and differentiated homework. They are also encouraged to participate in a range of after school activities.

13. Workshops for Parents

From time to time, the Pre-Prep Teacher, English and Maths Coordinators offer workshops to help parents to help their children with reading, spelling and Maths.

14. Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with their child's teacher/tutor. Parents may also wish to raise issues with the Prep Head. Most issues can be resolved in these ways; where this is not so, parents may wish to make a formal written complaint (see the School's Complaints Policy).

15. Monitoring Progress in the Prep

At the beginning of each academic year, Years 1,3 and 5 complete InCAS tests which help teachers identify everyone's development and personalise learning. They will help to monitor progress in key developmental areas which are linked to later academic outcomes.

The assessment contains six distinct modules: reading, spelling, maths, mental arithmetic, developing ability and attitudes to school. InCAS provide standardised and age equivalent scores which enable comparison to average UK performance.

- We assess pupils' work and progress, at the Prep, in three aspects (long-term, short-term and medium-term). We make short-term assessments which we use to help us adjust our daily plans to ensure progress day to day. This is done in the form of marking pupils work every day, asking informed questions and through observation. These short-term assessments are closely matched to the teaching objectives set out in lessons. Teachers use Schoolbase (online assessment programme) for their class, to closely monitor their progress in the objectives set out in the National Curriculum and better understand the next steps needed to help them progress further. We have recently introduced Schoolbase as an up-to-date mark book for all objectives in the curriculum for English and Maths
- In the medium term, teachers also make half termly judgements on pupils' progress, using the Rising Stars assessments for English and Maths (under review 2023-2024), measured with the National Curriculum and the Godolphin schemes of work. These assessments are a way of monitoring how well the pupils have understood the objectives taught to them in that half term. We use work in the pupils' books to support these judgements as well as observation and questioning in the younger year groups. These are teacher assessment grades and are recorded on Schoolbase and in teacher's

mark books. These assessments then help to inform teachers planning for the next half term to ensure that progress can be made by all pupils, inclusive of all abilities.

- In EYFS regular observations are carried out which help to monitor progress which is also recorded on Schoolbase.
- We then make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. As a staff, we can then set targets for the next school year and make a summary of each pupil's progress before discussing it with parents. We pass this information on to the next tutor/teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests, teacher assessments and the EYFS profile.

16. Showing progress in a lesson observation

Progress in a lesson can be shown in a range of ways, including:

- Lesson plans referring to starting point of individual students (including EAL, SEND and AGT) and differentiation for each of these groups showing how they will reach the planned end points of the lesson
- Progress in FBV and SMSC are referred to on the lesson plan
- The planned content of the lesson matches the planned lesson objectives
- Classroom displays to aid learning
- An increasing level of challenge in the activities and questioning (by pupils and by the teacher) during a lesson
- Development of prior learning assessed by cross-reference with Schemes of Work
- Modification of the lesson plan considering the reaction of pupils during the lesson
- Plenary activities in the lesson and assessment for learning
- Pupils are engaged in the lesson and learning activities

17. Showing progress over time from work scrutiny

- Improved SPAG and/or presentation
- Increasing level of challenge of the work over the three terms
- Long term - schemes of work/ planning
- Pupils reflect on their work, e.g., by correcting or redrafting
- Target setting

