



THE GODOLPHIN SCHOOL

**CURRICULUM POLICY
(including EYFS)**

Last reviewed: September 2018

Next review: September 2019

Reviewed by: Head of Prep, Early Years Co-Ordinator

Refer also to:

Curriculum Policy for the Senior School

Pastoral Care and Personal Development

Behaviour

Prep Anti-Bullying

School Worship

Equality and Diversity

Accessibility

Homework

Assessment and reporting

Sex and Relationship

Teaching and Learning



GODOLPHIN PREP

CURRICULUM POLICY (including EYFS)

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; we encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

To this end:

- At Godolphin Prep, we use the Primary National Curriculum (2014), Classroom Monitor and Rising Stars assessments to inform our teaching and planning.
- We offer a broad and liberal education which enables each pupil to fulfil her individual potential in the areas relevant to her personal abilities, skills and interests encourages her 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 girls 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.

Links with the Senior School

The Academic Deputy, the Senior School HoDs and the Prep 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.



Equal Opportunities

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

Disabilities

In accordance with the statutory requirements, the School aims to make the curriculum accessible to all girls 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.

Meeting Individual Needs

Although Godolphin Prep is comparatively small and, therefore, has a small staff we aim to offer a 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 do well so as to achieve their individual potential.

(a) Early Years Foundation Stage

On joining the Nursery at rising 3 girls 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

Further details can be found in the Foundation Stage Handbook which is circulated to parents of girls in Nursery and Reception.

(b) Pre-Prep

On moving to the more formal stage of their early education at the age of rising six the girls 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/DT, French, Music, Physical Education, PSHEE,



RE, Science and Humanities. The girls are predominantly taught by their class teacher but with some lessons taught by subject teachers.

This timetable remains similar throughout Years 1 and 2.

(c) Prep

At the transition to the Prep, the girls 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 as a subject is on all timetables from Nursery onwards so this sentence is incorrect. From Year 4 onwards the girls have more subject teachers and they make more use of the Senior School facilities. The majority of our girls do the 11+ Assessment for entry into the Senior School; some are awarded scholarships. A few take ISEB 11+ CE and other girls sit the 11+ examination for entry to South Wilts Grammar School.

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

Sex and Relationship Education

The School provides a sex education programme for girls in Year 6 in which they are encouraged and guided by moral principles and taught to recognise the value of family life. (See Sex and Relationships 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.

Physical Education and Sport

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

Religious Education

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

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, Music Theory, Hockey, Netball, Swimming, Yoga, Recorders, Kick-Boxing, Art, Clay, Lacrosse. There is a small charge for some of the activities.



The girls are also involved in visits in and around Salisbury. There are residential trips to the New Forest for Year 5 and to France for girls in Years 6.

Prep

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

- Nursery: Folders are sent home with guidance about what parents can do to help their children at home, or a book is sent home to share.
- Reception: A reading book, with guidance for parents, will be sent home most nights. Each girl should read for approximately 10 minutes.
- Year 1: Homework is given on a weekly basis and will include differentiated spelling, some mental number work and reading. A piece of written maths is introduced during the Spring Term.
- Year 2: Some spellings, mental Maths, written number work and daily reading. Occasionally there will also be some topic work.
- Year 3: Girls will have a homework task. This may take them 20 minutes.
- Year 4: Girls will have a homework task. This may take them 30 minutes.
- Year 5: Girls will have a homework task. This may take them 40 minutes.
- Year 6: Girls will have a homework task. This may take up to one hour. Girls preparing for Scholarships will be expected to do their own personal study under the guidance of their teachers.

In addition, each girl in Years 3 to 6 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.

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





Learning Support

The Prep has a Further Learning Co-Ordinator/SENCO who liaises with the Prep staff.

Able Gifted & Talented

We also have an Able, Gifted and Talented policy. Staff liaise closely to identify the girls 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.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with their daughter's teacher. Parents may also wish to raise issues with the 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).

