

Buckingham Preparatory School

'Together we nurture, we inspire, we achieve'



Curriculum Policy

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BUCKINGHAM PREPARATORY SCHOOL

ADMISSIONS POLICY FOR NURSERY, RECEPTION, INFANTS AND JUNIORS

Revised: October 2017(to be reviewed in October 2018)

This policy applies to EYFS, Infants and Juniors

Buckingham Preparatory School policies

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Accessibility Policy
- Equal Opportunities Policy
- SEN Policy

Aims:

At Buckingham Preparatory School, pupils have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school is designed to reflect the requirements of the National Curriculum and 11+ Entrance Examinations but will, where appropriate, aim to extend pupils' learning experience beyond these.

In the early years, the learning and development requirements are followed in full. The curriculum in the Foundation Stage (EYFS 2012) covers the seven areas of learning and development and the educational programmes; the early years' goals and the assessment requirements.

This allows the balance of teaching to move from predominantly child-led activities to a greater emphasis on adult-led activities in preparation for Year 1.

In doing this, we provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Reference ISI Regulations 2014 Part 1 Paragraph 2

The school should:

- help the children to prepare for the opportunities, roles, responsibilities and experiences of adult life in British society;
- teach and promote respect for and participation in democratic processes, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

- ensure PSHEE throughout the school encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
- ensure that schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths;
- cater for the needs of individual boys from all ethnic and social groups, those with EAL, the most able and those who are experiencing learning difficulties, including those with an Education and Health Care Plan (EHCP)
- ensure that all pupils have the opportunity to make progress;
- ensure that there is a programme of activities which is appropriate to the educational needs of the children below compulsory school age. This is in relation to personal, social, emotional and physical development and communication and language skills;
- facilitate its pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, morally and aesthetically, so that they may become independent, self-motivated, responsible, useful, thinking, confident and considerate members of the community;
- give the pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- create and maintain an exciting and stimulating learning environment;
- ensure that each boy's education benefits from continuity and progression;
- provide subject matter appropriate for the ages and aptitudes of all pupils, including those with learning difficulties and EHCPs;
- ensure that there is a match between the boys and the tasks they are asked to perform, where possible reflecting identified individual learning styles;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the key role which parents play in their son's education and encourage parental involvement in the educational process;
- provide a broad and balanced range of experiences;
- provide opportunities for child centred learning emphasising an independent approach with an emphasis on thinking skills, problem solving and questioning;
- treat children in a dignified way.

Pupils should:

- have the opportunity at all times to learn and make progress;
- have the opportunity to develop intellectual curiosity and a love of learning;
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be encouraged to think for themselves, developing the ability to make reasoned judgements and choices based on interpretation and evaluation of relevant information from a variety of sources;
- be enthusiastic and eager to put their best into all learning activities;
- acquire knowledge and a set of moral values on which to base their own behaviour, so as to begin to prepare them for the opportunities,

responsibilities and experiences of adult life, e.g. honesty, sincerity, personal responsibility;

- be expected to behave in a dignified and acceptable way in the classroom, encouraging them to take responsibility for their own learning and actions;
- care for and take pride in their work and their school;
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- to instil a respect for other people regardless of their gender, age, race, religion, disability or sexual persuasion;
- acquire skills in speaking and listening, literacy, numeracy and ICT;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- learn how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- develop an enquiring mind and a scientific approach to learning and problems;
- have an opportunity to solve problems using technological skills;
- know about geographical, historical and social aspects of the local environment and the national heritage, be aware of other times and places, and recognise links among family, local, national and international events;
- learn to empathise with the heritage and values of the school, and acquire some knowledge of the beliefs of major world religions;
- receive personal, social and health education in accordance with the school's ethos and aims;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and acquire techniques which will enable them to develop their inventiveness and creativity;
- develop agility, physical co-ordination and confidence in and through movement;
- wherever possible, have their knowledge and understanding enhanced by cross-curricular opportunities;
- know how to apply the basic principles of health, hygiene and safety;
- be aware of environmental issues and help create an eco-friendly environment in the school;
- participate in extracurricular activities to provide a broad range of experiences;
- enrich their knowledge of the curriculum through educational visits and residential trips;
- take part in competitive sporting events within the school and against other schools;
- participate in musical and dramatic performances.

The spiritual, moral, social and cultural development of pupils at the school is of fundamental importance. The school promotes principles which:

- a. enable pupils to develop their self-knowledge, self-esteem and self-confidence;

- b. enables pupils to distinguish right from wrong and to respect the law;
- c. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- d. provide pupils with a broad general knowledge of public institutions and services in England;
- e. assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.