BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Curriculum Policy

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CURRICULUM POLICY

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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
- Provision for Learning and SEND Policy
- Safeguarding and the Welfare of Children Policy
- Internet and E-Safety Policy
- Google Classroom Policy
- RHE Policy
- PSHEE 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 EYFS we have opted out of the learning and development requirements of the EYFS statutory framework and follow a bespoke curriculum. English and Maths are taught discretely and are outlined in our long term plans. Other areas of learning are taught through a topic approach and are based on the following strands of the EYFS statutory framework: personal, social, and emotional development, moving and handling, understanding the world and expressive arts and design.

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
- implement schemes of work which reflect different ages and abilities as pupils move through the school (these schemes of work will be developed and adapted over time by subject leaders and class teachers collaboratively to reflect the changing needs of pupils)
- 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 problem solving;
- 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. encourage 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.

ENGLISH AS AN ADDITIONAL LANGUAGE

Our school seeks to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school environment promotes language development through the rich use of language.

Support will be given to any pupil who has English as an additional language if a specific need is identified.

In the EYFS we provide opportunities for children to develop and use their home language in play and learning, to support their language development at home and to ensure that they have sufficient opportunities to learn and reach good standards in in English language. These opportunities may occur during free play times or in lessons. The children are encouraged to share and teach the class some of the language and parents are invited to school to talk about their country, culture and language. Relevant bilingual books are also available. Where appropriate, parents might be called in to work alongside the teacher in helping their child with the transition between their home language and spoken and written English.

ONLINE LEARNING

If the school is forced to close for an extended period of time, provision of the curriculum will be through the use of an online platform such as Google Classroom.

All subjects will be delivered through a range of detailed presentations and pre-recorded lessons. PSHE objectives may be delivered through 'conference meetings'. Pupils will be provided with a weekly timetable of activities and they will be expected to complete all activities throughout the week.

Pupil's work which is uploaded to the online platform will be acknowledged or receive feedback within twenty-four hours of submission, unless pupils have been informed prior to completion of the work that feedback will take longer, for example, in the case of 'extended writing'.

Additional elements of school life, such as whole-school assemblies, whole-school challenges Expressive Arts Week, house point updates and achievement assemblies, will also be delivered through the online platform.

Any child self-isolating will be provided with resources for lessons. These will be uploaded to Google Classroom. Resources will not include pre-recorded lessons, but will include, where possible, presentations, instructions, worksheets and links to useful websites and videos.

Parents will be reminded of the expectations outlined in Appendix 1.

SAFEGUARDING

Staff will follow the school's safeguarding procedures whilst operating online classrooms. Any safeguarding concerns will be raised in line with the school's Safeguarding and the Welfare of Children Policy. Any bullying/cyberbullying issues will be dealt with through the procedures outlined in the

school's Anti-bullying and Cyberbullying Policy. Where these concerns cross over into safeguarding concerns, staff will follow the procedures in the Safeguarding and the Welfare of Children Policy.

During online lessons/meetings, teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background. When partaking in conference calls, such as 'Google Meets' with pupils, staff will ensure they do not engage in one-to-one meetings with pupils. In situations where only one pupil has joined a meeting, or only one pupil is left to leave the meeting, staff will record the start and end of meetings in order to safeguard both parties.

Appendix 1

Expectations for parents during extended periods of online learning

- All subjects will be delivered through detailed presentations and pre-recorded lessons. PSHE objectives may be delivered though 'conference meetings'.
- Classwork will be uploaded onto the platform each Friday, ready for the following week. This will give parents time to print any worksheets needed for the week. It will also give pupils and parents a chance to identify any relevant questions about the work that need answering at the start of the week.
- Pupils will be trained to upload work, comments and questions to the correct places on the online platform in order to ensure teachers are able to respond.
- Pupil's work which is uploaded correctly to the online platform will be acknowledged or receive feedback within twenty-four hours of submission, unless pupils have been informed prior to completion of the work that feedback will take longer, for example, in the case of 'extended writing'.
- Pupil's work which is not uploaded to the correct places on the online platform will not receive acknowledgement or feedback.
- Class teachers will write a personal message to each individual pupil on a fortnightly basis using the stream tool (if using Google Classroom).
- Any child self-isolating will be provided with resources for lessons. These will be uploaded to Google Classroom. Resources will not include pre-recorded lessons, but will include, where possible, presentations, instructions, worksheets and links to useful websites and videos.
- Teachers will be available between the working hours of 8am to 5pm
- Emails, online comments and questions, or work submitted outside of the stated working hours will not be responded to until the following working day.

- Part-time staff will only be available on the day they currently work at the school. They will not respond to emails, online comments and questions, or work submitted outside of their working hours. Any emails, online comments and questions, or work submitted outside of this time will be responded to on the staff member's next working day.