



ALLEYN COURT PREPARATORY SCHOOL

CURRICULUM POLICY

This is a whole school policy which applies to all sections of the school including the Pre-Prep (EYFS).

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The school curriculum is the structure through which we work to achieve outcomes in children. Those outcomes are articulated through our Mission Statement.

1. Mission Statement

Our Core Purpose

To educate children up to the age of eleven years old to be **Curious, Courageous** and **Compassionate**.

Our Ethos

Childhood, at its best, is an **exciting and wondrous adventure, where learning is present at every opportunity**.

We aim to make it so.

Alleyn Court Preparatory School aims to:

- provide a first-class education through an environment that promotes curiosity, creativity, wonder and a love of learning.
- use a broad, rich and stimulating curriculum to inspire each child to attain the highest levels of academic, physical, artistic, and social endeavour, through understanding that sustained effort, reflection and diligence will always enhance results.
- ensure children are best prepared for whatever expectations they encounter when they move to their chosen secondary education.
- instil a passion to pursue dreams to fruition and the skills to contribute to a world of rapidly changing opportunities and technologies.
- establish and maintain high personal morals in line with British Values and the Christian foundation of the school.

2. Introduction

- Alleyn Court Preparatory school provides a full-time supervised education for pupils of compulsory school age (in accordance with section 8 of the Education Act 1996) by inclusively providing them with experiences and opportunities to learn academically, socially and artistically and make progress, regardless of their starting points. Our school's curriculum is broad and differentiated. It recognises the 9 'protected characteristics' and embeds them appropriately within our teaching to ensure children emerge respectful of their peers and the wider communities within which they will operate throughout their lives. We aim for our children to emerge as curious, courageous and compassionate young people.

Alleyn Court School is a child-centred, aspirant and caring independent preparatory school for children aged between 2½ and 11 years old. Pupils join our Pre-Prep where they are taught using Montessori methods and an Early Years Foundation Stage (EYFS) curriculum. This allows pupils to learn creatively through exploration and respect for others in a nurturing environment. The education provided within the Pre-Prep for children below compulsory school age ensures that the activities are

appropriate for their educational needs in relation to their personal, social, emotional and physical development and their communication and language skills.

The Pre-Prep includes Lower Nursery, Upper Nursery, Reception, Year 1 and Year 2 where pupils are steadily introduced to more formal classroom experiences whilst continuously encouraged to build upon their earlier learning experiences. The Prep School is comprised of Year 3 to 6 where pupils progressively move towards a specialist teacher led curriculum.

The EYFS forms the basis of the teaching from Lower Nursery through to Reception. From Year 1 to the end of Key Stage 2, the National Curriculum (2014 revision) is the predominant focus for teaching and learning. This is reflective of the fact that many of our children leave us to enter schools that operate under the National Curriculum at KS3. Heads of Department have the discretion to decide which aspects are most relevant for their subject. Additional subjects and challenging schemes of work make our curriculum considerably broader than would be found in many schools yet it is balanced in line with the school's aims.

3. Principles and Values

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives. Our curriculum immerses children in experiences aimed to ensure they develop lively and enquiring minds together with the knowledge, skills, attitudes and values which will enable them to play a full part as confident members of the wider community.

The curriculum allows pupils to have a range of learning experiences that challenge, stimulate, and promote thinking and learning. It ensures that the education of all students includes linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative elements.

a. Linguistic

At Alleyn Court we aim to develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate. Language skills are taught primarily in Literacy and English lessons but form a fundamental part in all areas of learning throughout the school. Phonics lessons are taught in Reception and Year 1 as phonics is one of the most effective ways of helping children to learn to read, write and spell. Phonics intervention groups are provided for those children requiring further support as they move into Year 2 and further up the school.

Reading is regarded very highly at Alleyn Court and pupils are encouraged to be enthusiastic and effective readers. Structured reading schemes and guided reading sessions are provided to help pupils learn to read before they move on to Accelerated Reader which is a scheme which develops and promotes a love of independent reading. Pupils use our extensive library to develop an interest in a wide range of both children's and famous adult authors. Writing is also highly regarded and celebrated with pupils writing appearing on walls, in the library and even published in books following story writing and poetry competitions. The third communication element, of speaking, is developed through class discussions and presentation opportunities, drama lessons, class assemblies, school productions and LAMDA exams.

Modern Foreign Languages are also taught to promote communication beyond pupils' every day experiences and provide them with a wider global opportunity. French is taught by a native speaking teacher from Reception through to Year 6. Listening forms an important part of language development, particularly where emphasis is placed on the appropriate pronunciation and correct accent for modern foreign languages.

b. Mathematical

Numeracy skills are developed throughout the school. In the EYFS Pre-Prep a kinesthetic approach through exploration and play allows them to be introduced to the concepts of number and relationships from the concrete to the abstract. This is then further developed in the EYFS and National Curriculum where pupils perform routine calculations and logical

thinking and problem solving both with pen and paper methods and mentally. Pupils are further encouraged to think analytically and apply logical deduction and use and apply known facts and estimation to help them solve calculations.

Maths No Problem (Singapore Maths) is taught from Reception and is geared towards the development of greater concrete numerical understanding using the three step learning processes of concrete (handling objects), pictorial (use of diagrams e.g. bar models) and abstract (numbers and symbols).

Both Year 4 classes are taught subject specialist Maths (by the Head of Department). In Year 5 and 6 pupils are supported pastorally by Form Tutors and taught by specialist teachers in preparation for 11 plus and independent school entrance exams. This gradual increase in academic focus and independence supports children to leave Alleyn Court well-prepared for their secondary school experience; whatever their school of choice.

Computer learning platforms such as MyMaths enable pupils to access and reinforce Mathematical learning and understanding both in school and at home.

c. Scientific

The teaching of Science is taught throughout the school both inside and outside of the classroom. Lessons include a variety of practical activities in addition to covering relevant scientific theory. The curriculum is designed by our Science lead and delivered from Yrs. 1-4 by class teachers, but in Yrs. 5 and 6 by the subject lead teacher.

The scope of the curriculum is designed to increase students' knowledge and understanding of nature, materials, elements, and forces and in developing the skills associated with science as a process of enquiry: for example, curiosity, risk-taking, observing, forming hypotheses, conducting experiments, recording their findings with accuracy and reflecting deeply on those findings.

The school has a fully equipped Science Laboratory where scientific experiments are regularly performed by children from Year 4 upwards. An annual Science Fair attended by parents celebrates the Year 6 pupils' independent learning projects on scientific topics of their own choice, whereby they research, conduct an experiment, record and present the results and outcomes of their research. The school also promotes the acquisition of scientific knowledge through an annual science quiz, from which teams are chosen to compete against other independent schools.

d. Technological

Pupils at Alleyn Court are provided with the modern technological tools to allow them to be creative in a modern world. Classrooms are equipped with interactive whiteboards, a classroom computer and access to class sets of Chromebooks. The Chromebooks are used for specialist taught Computing lessons for Years 1-3. A bookable 21 station computer suite is used by Year 4-6 classes as part of their Computing lessons and is also used by other subject areas for project and group-work for which multi-media approaches are appropriate. Children are well-prepared for their future academic and social use of digital technology through a curriculum that is diverse and focusses on real-life situations wherever possible.

Ensuring children emerge confident and safe in their use of technology is paramount.

Design and Technology is taught in the Pre-Prep and Main School, where pupils execute 'design and make products. Year 5 and 6 have access to an Art and Technology Room where pupils design and make' activities to create products using resistant materials and an increasingly mature range of practical tools.

The curriculum allows pupils to develop, plan and communicate ideas, work with equipment and materials and produce products of which they are proud. Children learn to become accurate, expressive, and creative and to take risks with their ideas.

e. Human and Social

The school provides pupils with knowledge of how people interact with their environment and how human action, now and in the past, has influenced events and conditions. The curricula for Geography, History, Religious Education provide the core knowledge for the human and social aspect of our school curriculum.

Our Personal Social and Health Education syllabus also contributes to this and gives a context to the school's aims and ethos.

Furthermore, current affairs are discussed in in form periods and in school assemblies which reinforce many issues. Children are also encouraged to engage in discussions through weekly questions posed on posters and through chatting to staff at lunchtimes. Visiting speakers and school trips provide further opportunities to broaden pupils' understanding of each other and the world in which we live and interact. Children become increasingly aware of their place in the world and the impact humans continue to have on each other and the environment. They are encouraged to think about their own actions and how their generation might impact positively on the world of the future.

f. Physical

Our school is very proud of its sporting provision and success. Physical Education lessons are taught throughout the school which encourage physical control, coordination and the ability to work effectively in teams. Curriculum time allocated to PE and Games increases throughout the school from the Upper Nursery which has one timetabled PE lesson per week through to Year 6 pupils benefiting from a double PE lesson and 2 Games afternoons per week. Sporting programmes are designed around the school's facilities which include a Sports Hall, cricket pavilion and nets, netball and tennis courts, climbing frames and trails and a large sports playing field and cross-country course.

Sporting successes have been achieved in numerous local competitions and the school regularly has individual and team successes at Regional and National championships. Additionally, specific events are arranged to ensure that all pupils have the opportunity to represent the school at various points in their schooling at Alley Court.

Lessons with specialist coaches provide opportunities for all pupils within curriculum time.

g. Aesthetic and Creative

Knowledge, appreciation and participation in the Arts is fundamental to the education provided at Alley Court. We have an artist in residence who teaches all pupils from Year 1

through to Year 6. Through this expertise pupils' artwork has regularly won regional and national competitions. All pupils' work is celebrated in displays around the school. The older children in Years 5 and 6 also get an opportunity to compete in the annual photography competition. Art experiences are often extended through visits to art galleries and museums, and the creation of art in situ, on visits to the local landscape.

Music and Drama is likewise taught by a specialist teacher from the Pre-Prep through to Year 6. Additionally, individual and group lessons for instrumental tuition are provided by a team of peripatetic teachers. Music and Drama provides pupils with the opportunity to excel and participate in specific skills and is celebrated in assemblies, evenings of music and drama and school productions.

The school has developed a Forest School which is used throughout the curriculum. This offers the pupils the opportunity to gain a knowledge and appreciation of the natural world in a creative and interactive outdoor environment

h. Extra-Curricular Activities

The school offers an extensive programme of extra-curricular activities, which occur before school, during the school day and after school. These activities either support our curriculum, offer pupils the opportunity to continue their pursuit of excellence or simply take part for their enjoyment. Children can opt in on an ad hoc basis and have an excellent choice of activities that inspire, challenge and provide great enjoyment and enrichment.

The vast majority of the activities are led by school staff and provide opportunities for after-school care.

3 The Curriculum and Inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need in consultation with the Special Educational Needs and Disability Coordinator (SENDCo). In most instances, the teacher is able to provide the resources and educational opportunities to meet the child's needs, within normal class organisation (phase 1). If a child's need is more severe, then they will be withdrawn for small group (phase 2) or individual support (phase 3). If we consider that the child has greater needs and is a candidate for an Education Health and Care plan, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special educational needs. Further details of our provision for children with special educational needs can be found in our Special Educational Needs Policy.

Through consultation between the classroom teacher and the Special Educational needs
AC Curriculum Policy

and Disability Coordinator, the school provides an Individual Support Plan (ISP). This ISP includes SMART targets which are reviewed each half-term. Pupil Passports are also written by the SENDco for each of the children who receive support, are intended to aid teachers and offer personalised learning for those children who encounter learning difficulties. These Pupil Passports set out the nature of the special need and outline how the school will aim to address it.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, teaching materials may be adapted and the school site may be modified.

Our schemes of work address the diversity of our society and reflect the National Curriculum programmes of study.

Remote Education

Following the lockdowns during the Covid 19 pandemic, the school still has the capability to provide high quality remote education. After the expiry of the Coronavirus Act 2020 (in March 2022) remote education is no longer provided for pupils isolating due to Covid 19. However, there may be circumstances when school leaders decide that it is not able to open the school setting or there is a situation where a pupil is unable to physically attend but is able to continue learning, whereupon remote education may be provided after consultation with parents.

This will not be the case when a parent has decided to take their child out of school e.g. a holiday that has been approved, and therefore remote education will not be provided.

The school's priority is to provide high quality face to face education and remote education will only ever be considered as a short-term measure.

4. Organisation and Planning

The Senior Leadership Team, Heads of Departments and classroom teachers plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. These long-term plans are found in departmental policies. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. The National Curriculum forms the basis for most of our teaching in the Core and Foundation Subjects throughout the school and, therefore, schemes of work closely follow these national guidelines. These are placed, a half term in advance, on the school server.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum

planning. The curriculum is planned carefully, so that there is coherent and full coverage of all aspects of the EYFS statutory requirements and early learning goals, and that there is planned progression in all curriculum areas. Montessori apparatus and activities are used to implement this.

In Years 1 to 4 (Key Stage 1 & Early Key Stage 2) subjects are taught separately by a class teacher although cross curricular topic-based planning is used where appropriate. In Year 4 both classes are taught English and Maths by a specialist teacher. In Years 5 and 6 (Upper Key Stage 2) all lessons are taught separately by subject specialists. Pupils receive a curriculum which is planned to be a challenging and which contains a variety of cross curricular links.

The Early Years Foundation Stage (Pre-Prep)

The EYFS Pre-Prep is housed in two locations. The Thorpe Bay Site with a Lower Nursery, Upper Nursery and two Reception classes and the Westcliff site with a Lower Nursery and Upper Nursery class.

The curriculum that we teach in Nursery and Reception classes meets the requirements set out in the revised **Early Years Foundation Stage (EYFS) 2021** which brings together: *Curriculum Guidance for the Foundation Stage* (2000), the *Birth to Three Matters* (2002) framework and the *National Standards for Under 8s Daycare and Childminding* (2003), building a coherent and flexible approach to care and learning.

Our Foundation curriculum planning is based on the key characteristics of learning:

- Active learning
- Creating and thinking critically
- Playing and exploring

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area that our children may also attend

Each term, in all classes, the teacher will assess the skills development of each child, and records this as part of their EYFS Learning and Development Assessment (LDA). This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key Stages 1 and 2 (Pre-Prep and Prep School)

The Main School includes the classrooms in the Wilcox and Tomlinson blocks and is organised into two schools.

Pre-Prep School Year 1 – Key Stage 1

Year 2 – Key Stage 1

Prep School

Year 3 – Key Stage 2

Year 4 – Key Stage 2

Year 5 – Key Stage 2

Year 6 – Key Stage 2

Curriculum Subjects

The curriculum is guided by the National Curriculum and the following core, foundation and additional subjects are taught at Alleyn Court. The broad curriculum is taught by classroom teachers and subject specialists from Reception as shown in the table below.

	Pre-Prep School		Prep School			Time allocated per Week
	Reception *	Years 1-2	Year 3	Year 4	Year 5 & 6	(hrs.-mins)
English	✓	✓	✓	☆	☆	4.40-5.50
Maths	✓	✓	✓	☆	☆	4.40-5.50
Science	✓	✓	✓	✓	☆	1.10-1.40
Phonics	✓	✓Yr1				1.40
Design & Technology	✓	✓	✓	✓	☆	1.10
Geography	✓	✓ (1/2 termly)	✓ (1/2 termly)	✓	☆	1.10
History	✓	✓ (1/2 termly)	✓ (1/2 termly)	✓	☆	1.10
Computing	✓	☆	☆	☆	☆	0.35-1.10
Art	☆	☆	☆	☆	☆	1.10
Drama	☆	☆	☆	☆	☆	0.35
Music	☆	☆	☆	☆	☆	0.35-1.10
Physical Education	☆	☆	☆	☆	☆	0.35-1.10
Games	✓	☆	☆	☆	☆	1.10-2.20
Religious Education	✓	✓	✓	✓	☆	0.35
French	☆	☆	☆	☆	☆	0.35-2.20
Personal Social & Health Education (PSHE)	✓	✓	✓	✓	✓	0.35

✓ = Classroom teacher ☆ = Specialist Teacher * EYFS curriculum as defined by the Early Learning Goals

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication
- application of number
- information technology
- working with others
- improving one's own learning and performance
- problem solving

In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The Role of the Head of Department (Subject Leader)

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- to oversee and collate planning for the subject
- to produce the subject's development plan and report annually to the senior leadership team on the subject
- support and advise colleagues on issues related to the subject, particularly curriculum developments (this should be done through termly departmental meetings where there are more than 1 member of staff in the department)
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject, bid for resources, and manage the subject's allocated budget.

Where possible, the school gives Heads of Department (HoDs) non-contact time each term, so that they can carry out their duties. It is the role of each HoD to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of an appropriate curriculum, and sees that progression is planned into schemes of work.

5. Monitoring and review

The Board of Trustees are responsible for monitoring the way in which the school curriculum is implemented. This is often monitored through an annual review of the timetable at SLT and through HoD presentations to the SLT.

The Deputy Head Academic is responsible for the day-to-day organisation of the curriculum with support from the Senior Leadership team.

HoDs monitor the way in which their subject is taught throughout the school, and outcomes for children within the subject. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are prioritised, stored, and managed.

This policy is monitored by the Trustees responsible for the Curriculum and will be reviewed every year, or before if necessary.

6. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment and Reporting policy

- SEND policy
- EAL policy
- Remote Learning Policy and Guidance for Families (currently archived)
- Able Gifted and Talented Policy
- PSHE and Relationships and Sex Education Policy (RSE)