

Liverpool College Preparatory School



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Curriculum Policy

2009

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(see also Special Educational Needs and Gifted and Talented Policies)

2009-2010

Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

We recognise that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess

We believe that the development of character, creativity intellect and spirituality, are the primary aims of education.

We work together to create a happy and caring school community which is engaged in our local community and the wider world

We pursue high standards in every area of school life

I Introduction

Under the Every Child Matters Framework Liverpool College strives to ensure that all children attending the school are (i) healthy; (ii) stay safe; (iii) enjoy and achieve; (iv) make a positive contribution; and (v) achieve economic well-being.

This Policy is focussed on ensuring that children “enjoy and achieve” in accordance with obligations under the Every Children Matters Framework and sets out the procedures which Liverpool College Nursery and Pre Prep and Prep need to be aware of in order for children to enjoy learning and achieve challenging national educational standards .

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the aims to meet the demands of other external examinations (Upper School entrance exam, ESB exams) as well as various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We also value the breadth of the curriculum that we provide and we seek the highest standards of attainment for all our children. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

Our school curriculum is underpinned by the values that we hold dear at our school. This is described in our Mission Statement and from this a culture and ethos is generated that supports the spiritual development of all involved in the community. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents, We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children. Thus, pupils are prepared for the opportunities, responsibilities and experiences of adult life.

We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this.

Liverpool College Prep School provides an academic curriculum supplemented by a generous provision of time for games, personal, social and health education, and extra-curricular activities.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3. Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;

- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

4 Organisation and planning

We 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. 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. As we have adopted many aspects of the National Literacy and Numeracy Strategies for our school, our medium-term planning in these subjects are based on those guidance documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

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, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

The curriculum is delivered over a 5 day timetable.

The School Day	Pre Prep:	8.30am-3.30pm
	Prep	8.30am-4pm

Curriculum and timetable arrangements are kept under regular review, and may be altered in the light of changing circumstances. The School responds to the broad expectations of the National Curriculum, and in Maths and English, the Numeracy and Literacy Strategies. However, it does not follow these in every detail and, in Year 6, pupils are also prepared for entrance examinations for the Upper School

Our curriculum reflects the school's mixed ability intake and aims to provide for the needs of potentially very able students and those requiring learning support. The classes are all mixed ability. However, pupils are in ability sets for maths from Year 4 and for English from Year 5.

Information Technology skills are taught as an individual subject and is also used in subjects across the curriculum.

From Years 1 to 6, all pupils study Maths, English, Modern Languages, Science, History, ICT, Geography, Religious Studies, Art, Music, Design and Technology, Physical Education and Personal, Social and Health Education (PSHE). In addition, children have games, including swimming (Y 2-6) and dance (Y1-4). Sex Education is taught as part of the PSHE course and collective worship is a daily part of school life.

All subjects produce schemes of work for all year groups that are available on the College website or on request from the Headmaster, Mr Buglass or the Head of Pre Prep, Mrs. Gannon. Schemes of work are regularly reviewed.

5 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 SEN Code of Practice. If a child displays signs of having special needs, then the SENCO makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, (which includes pupils with statements) further appropriate support is available and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides either an Individual Educational Plan (IEP) or a Group Educational Plan (GEP) for children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP/GEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school 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 amended Disability Discrimination Act that came into effect in September 2002. 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, or the teaching materials may be adapted.

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

6 Collective Worship

(See Collective Worship Policy)

All pupils are expected to take part in daily collective worship. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination. Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head in writing if they wish to withdraw their child from collective worship.

7 Sex Education

(See Sex Education Policy)

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000).

Parents may withdraw their children from any other part of the sex education provided without giving reasons.

8 Homework

The school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework:

Reception: 30 minutes per week (In the Autumn Term children will bring home a sound book three times a week for parents to reinforce the Jolly Phonics work undertaken in class. After Christmas, reading books will be sent home. Children will read to their class teacher twice a week. Topic work may also be given during the year).

Years 1 and 2: 1 hour per week (reading, spelling, and other literacy and numeracy work).

Year 3: 30 minutes per day (literacy, numeracy, with occasional assignments in other subjects).

Year 4: 40 minutes per day (literacy, numeracy, with occasional assignments in other subjects).

Years 5 and 6: 50 minutes per day (regular weekly schedules with an emphasis on literacy and numeracy, but also other subjects).

A homework timetable and guidelines are issued to parents and pupils.

9 The Foundation Stage

Nursery and Reception classes follow the Early Years Foundation Stage. The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well being by:

- Setting high standards for the learning, development and care that the children experience and ensure that every child makes progress.
- Ensuring every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

- Recognising parents are children's first educators and firmly believing that children learn best when we work together in an atmosphere of mutual respect.
- Improving quality and consistency through a set of universal standards.
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

Within this six areas of learning are covered by the early learning goals and educational programmes:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

Partnership working underpins the successful delivery of the EYFS in a number of different ways, for example;

- Where children receive education and care in more than one setting, the staff ensure continuity and coherence by sharing relevant information with each other and with parents.
- Close working between the Early Years staff and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty.
- Parents and families are central to a child's well being and we support this important relationship by sharing information and offering support to learning in the home
- From time to time the Early Years staff may need to work with other agencies, such as local and community health services, to identify and meet the needs of individual children, and use their knowledge and advice to provide the best learning opportunities and environments for all children within our Foundation Stage classes.

10 Key skills

The following skills have been deemed 'key skills':

- 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.

10 The role of the Subject Co-ordinator

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

All subject co-ordinators have non-contact time, so that they can carry out their duties. It is the role of each subject co-ordinator 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 co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work. The subject co-ordinator also reviews and keeps examples of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

11 Concerns and Complaints

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in school or we will send it to them on request.

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the class teacher. For further assistance parents are welcome to discuss any issues with the Headmaster or the Head of Pre Prep. If the issue is not resolved parents should refer to the Complaints Policy

12 Monitoring and review

There is a named governor assigned to special needs and SRE, who liaises with the SENCO and PSHE Co-ordinator, and monitors the ways in which special needs and PSHE issues are addressed.

The Head teacher and the Head of the Pre Prep are responsible for the day-to-day organisation of the curriculum. Subject Co-ordinators monitor the way in which their subject is taught throughout the school. They monitor the implementation of 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 stored and managed. All staff meet on a termly basis for departmental meetings, chaired by subject co-ordinators.

This policy will be reviewed in 2011

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