



HEADINGTON RYE
OXFORD · PREP SCHOOL

Curriculum Policy

Prep School including EYFS

Approved by Risk & Compliance Committee:	September 2024
Reviewed by:	Deputy Head (Teaching & Learning)
Date of last Review:	September 2024
Next Review Date:	In line with legislative updates
Meets:	ISI 2a

Aims

At Headington Rye Prep School we know and value each pupil as an individual. We introduce them to a wealth of experiences, discovering and developing individual interests and enthusiasms, playing to their strengths and celebrating them so that they thrive. We aim to develop and stretch pupils academically, to be life-long learners, well-rounded, healthy, aspirational, globally minded, equipping our pupils to be future ready with the skills to flourish beyond school.

The curriculum provides outstanding all-round education. We have a BEAR motif running throughout the school:

Be kind, Enjoy learning, Aim high, take a Risk

The school curriculum broadly encompasses the primary National Curriculum (2014), but also extends and deepens understanding and knowledge in all subjects. The curriculum meets statutory requirements.

Objectives

- To ensure it meets the needs of pupils in a co-ed Prep School with pupils aged 3-11.
- To provide full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- For pupils below compulsory school age to provide a programme of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- To provide a curriculum with breadth, balance and relevance where intellectual, moral, spiritual, aesthetic, creative, emotional and physical development have equal importance.
- To deliver progression and coherence in understanding, knowledge and skills, by carefully sequencing units of work and making explicit links between different subjects.
- To embed life-long learning habits in the curriculum, including critical thinking and creative thinking, enabling the pupils to understand the skills and attributes needed to be a successful learner.
- To ensure content is real and relevant to pupils and prepares pupils for an ever changing, global and technological world.
- To ensure academic rigour and an understanding of subject-specific disciplines
- To promote high standards in the core skills of speaking, listening, reading, writing and numeracy.
- To enable children to be creative through writing, art, dance, music, drama and design technology.
- To provide opportunities for outdoor learning and appreciate our immediate and wider environment.
- To enable the pupils to be confident in the use of ICT, equipped to operate within a digital world.
- To ensure that all pupils have the opportunity to learn and make progress, providing clarity about what getting better at a subject means.
- To provide a curriculum that takes into account the ages, aptitudes and needs of all pupils, including those pupils with SEND and an Educational Health Care (EHC) Plan, ensuring there is the appropriate level of challenge to match pupils' ability.
- To ensure where pupils have an EHC plan that the education fulfils its requirements.
- To promote diversity within learning, celebrating and deepening understanding of diverse backgrounds and cultures in and beyond our school community.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life in British Society
- To provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, with particular regard to the protected

characteristics under the Equality Act 2010

- To provide the pupils with age appropriate relationships and sex education.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy lifestyle.
- To actively promote the wellbeing of pupils.
- To enable children to be positive citizens in society and to feel that they can make a difference.
- To actively promote and not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To teach the pupils to have an awareness of their own spiritual development, and to understand right from wrong.

Organisation

The curriculum is taught in three key stages, Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2). Each area of the school operates in a manner appropriate to the age of children it teaches.

EYFS

The EYFS Curriculum meets the requirements set out in the framework for the Early Years Foundation Stage. Our curriculum planning focuses on the seven areas of learning. The three prime areas are: communication and language, physical development and personal, social and emotional development. The four specific areas are literacy, mathematics, understanding of the world and expressive arts and design. In addition, we plan and assess for the characteristics of effective teaching and learning: Playing and exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. On-going, informal assessments form an important part of curriculum planning for each child.

Subject specialists teach French, Music, Computing, Dance and Physical Education. A Forest School programme takes place for half a day a week. To ensure a structured, progressive approach to the teaching of reading and writing, the phonics scheme, *Read Write Inc*, is followed. In Nursery they begin with phase 1 phonics to develop the building blocks for reading and writing. Maths is taught using *firm foundations* as a guide and through concrete, practical activities and resources such as Numicon. We also use Ark Mathematics Mastery to run alongside in Reception. It is in line with the schools' mastery approach to teaching and learning.

Key Stage 1

A cross curricular approach to teaching and learning, based on the published *Cornerstones Curriculum*, takes place in KS1, around a half-termly theme. However, pupils receive a discrete maths and English lesson each day and the following subjects are taught by specialist teachers; French, Music, Physical Education (including swimming), Dance, Computing. Pupils have a weekly opportunity to visit the library to borrow books.

A Forest School programme takes place for half a day every other week for Year 1 pupils and half termly for Year 2. *Read Write Inc* lessons in Year 1 are taught in ability groups otherwise all lessons are taught in mixed ability classes. From Year 1 pupils follow the Maths scheme *Ark, Mathematics Mastery Primary*.

Key Stage 2

As the children progress to KS2, more subjects are taught discretely and pupils (from Year 4) have access to more specialist spaces including the Science Lab and the Art and DT room. However, termly themes provide opportunities, where relevant, for cross-curricular links between subjects and more abstract concepts such as *Stewardship* and *Democracy* knit termly units of work together.

To ensure a balanced curriculum and provide opportunities for real and relevant links across subjects, termly themes fall under one of three headings.

- Literature and the Arts,
- STEM,
- Global World

Each year group completes one theme under each of the above headings each year.

By Years 5 and 6, most subjects are taught by specialist teachers including English, Mathematics, Science, Art & DT. Throughout KS 2 Form Tutors teach at least one core subject (Maths, English or Science) to their Form and some other non-core subjects such as history, geography and PSHE.

For more information on specific areas of learning please refer to the *Curriculum Skills and Knowledge Overview* and medium-term plans.

Most lessons are taught in mixed ability classes; however, challenge groups, 'booster' groups and catch up sessions are organised to further meet individual needs.

Planning

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities we aim to:

- consolidate and deepen pupils understanding of knowledge and skills
- encourage the best possible progress and the highest achievement for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility

The National Curriculum and the EYFS statutory framework (2023) as well as published schemes such as *Ark*, *Mathematics Mastery Primary*, *Cornerstones Curriculum* and *Discovery RE* are used as starting points for planning units of work. Subject leaders plan content that exceeds national curriculum requirements.

Planning in EYFS

The EYFS Department produces a one (Reception) or two year (Nursery) rotating long term plan for Nursery and Reception. The *Cornerstones Curriculum* is used to plan a scheme around a half term theme, this incorporates all areas of the EYFS Framework. Each teacher produces a medium term plan. This plan provides clear guidance on work to be covered over half a term. The weekly plans provide detailed teaching strategies, resources and a progression of learning objectives. Nursery and Reception staff plan for the continuous provision on a weekly basis. Refreshing and adapting resources using children's interests is a starting point. The plans are annotated and evaluated as the term progresses.

Phonics plans are related to the *Read Write Inc* scheme of work.

Planning in KS1 and KS2

Subject Leaders, in collaboration with teachers, agree on a long-term plan for each subject. The Subject Leaders are responsible for ensuring progression and coverage of the curriculum as well as ensuring long-term plans are kept up-to-date.

Teachers are responsible for producing medium term plans. These are kept centrally on the school's Google Shared Drive. They provide clear guidance on work to be covered over a term including teaching strategies, resources, and the progression of learning objectives and learning outcomes. Plans are evaluated regularly and teachers use them as 'working documents'. Teachers are encouraged to plan collaboratively to ensure consistency across a year group, and progression and coherence from year to year.

The following schemes are used for the basis of short and medium term planning in Maths and English. These are adapted to suit the learning needs of pupils, and supplemented with additional resources and teaching material when required.

Published Scheme	Key Stage	Subject
<i>Ark, Mathematics Mastery Primary</i>	KS 1 and KS 2	Mathematics
<i>Read Write Inc</i>	Year 1, Year 2, and KS 2	Reading, Writing and spelling Spelling only
Centre for literacy in Primary Education's, <i>Power of Reading</i>	KS 2	English
<i>Cornerstones Curriculum</i>	KS 1	English

Continuing from EYFS, the structured phonics scheme *Read Write Inc* is used throughout Year 1 and for some individual children, into Year 2. In Years 2 - 6, spelling is taught on a 'little and often' basis using the *Read Write Inc* spelling resources.

In KS1 the *Cornerstones Curriculum* is also used to plan a cross-curricular scheme of work for many of the non-core subjects.

Plans may change as teachers adapt them in response to pupils' progress, achievement and their learning needs.

Developing Effective, life-long learners

- Lessons are planned to enable opportunities for pupils to develop skills for being effective learners such as persevering, collaborating, imagining and reflecting critically.
- Each term has a focus on one learning habit, and individual events are used to promote the term's habit.
- Bear mascots represent six different learning habits such as Persevering Pearl and Curious Chloe.
- Ongoing discussions in lessons, assemblies and reflection time are all used to support individuals in talking about their learning. Technology such as the Seesaw app also enables pupil-teacher dialogue and facilitates teachers seeing learning through the eyes of pupils.
- Pupils are encouraged to initiate and take the lead in real life, and sometimes enterprising projects.
- The organisation and layout of classrooms encourages effective learning, including taking responsibility and independence.
- Flexible timetabling and lesson planning accommodate extended lessons and time for

independent and pupil-led enquiry.

Curriculum Overviews for Parents

Curriculum overviews detail themes and key areas of learning in each year group and subject. These are primarily to provide parents with an overview of the curriculum taught to their child (a copy is sent to parents each term).

Teaching time

Key Stage	Start and end of day times	Number of 30 min periods per day	Hours of timetabled education per week
Reception and Nursery (EYFS)	8:30 - 3:20	N/A	24 hours & 10 mins
1	8:15 - 3:30	10	25 hours
2	8:15 - 3:45	10	25 hours

Pupils in the Nursery are expected to spend a minimum of either 2 full days or 3 morning sessions a week in school between the hours of 8.30 am and 3.20 pm.

The longer day for KS 2 pupils provides time for additional Form Time sessions and extra-curricular activities.

To provide some flexibility for lesson planning and opportunities for pupil-directed, extended learning most subjects are blocked into one hour to two hour sessions.

Personal, Social, Health and Economic education

- PSHE programme of work reflects the ethos and aims of the school and is an intrinsic part of the development and education of the pupils in the school.
- The PSHE programme encourages respect for and inclusivity of other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- The 1 Decision suite of PSHE resources and the *Cornerstones Curriculum* form the basis for the PSHE programme of work led by class form teachers. Termly medium term plans also incorporate material on mental health and wellbeing. Votes for Schools provides further topical material for classroom debates in PSHE lessons such as issues on racial injustice and prejudice and the need to engender change.
- Relevant discussions linked to the pupils' personal and social development may take place as situations arise. Discussions in 'form time' with Form teachers and assemblies also provide opportunities for PSHE development. There are occasions in the year and across the key stages when speakers from outside school come in to deliver to the different age groups on relevant topics. Refer to PSHE policy for further details.
- The PSHE programme of work ensures that every pupil is provided with age appropriate Relationships Education as set out in the statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education. Please refer to the RSE policy for specific information on how boys and girls are taught aspects of our sex and relationships curriculum.
- The school offers and encourages many opportunities for pupils to develop leadership skills from Early Years. In Early Years for example the children will take turns to be a class helper. Each form from Year 2 to Year 6 has a pupil who represents the form on the School Council. There are opportunities to be sports captains, librarians, eco wardens,

digital leaders, house captains and charity representatives. There is an assembly most days and each form leads at least one assembly every academic year.

- Citizenship and international awareness are fostered in many areas of school life, such as charity fundraising and involvement with the local residential home and hospitals, as well as through school visits and the curriculum.
- In the EYFS, PSHE is covered under the Early Learning Goal PSED, which is a prime area. PSED underpins all the children's learning throughout the week. There is a weekly assembly specific to Early Years children.

Digital Literacy and Online Safety

- Online resources are used increasingly across the curriculum to support learning, ensuring pupils acquire digital literacy skills and develop into responsible digital citizens. Two well equipped computer rooms provide PCs for Computing lessons and other cross-curricular projects. All KS 2 pupils are issued with an individual iPad, and class sets of iPads are available for EYFS and KS 1 lessons.
- A progressive, planned Online Safety education programme takes place in line with the 'Teaching online safety in schools' document through the 1 Decision PSHE scheme of work, the RSE Policy and through the subject teaching of Computing.
- Online safety is covered in discrete PSHE and Computing lessons for all year groups from KS 1 and KS 2, and across the curriculum. The material is regularly revisited.

Please see the following document:

Policy for Online Safety Policy (Prep School including EYFS)

Extra-Curricular Activities

- We are committed to developing the whole child. We extend the curriculum by offering broad and balanced range of extra-curricular activities for all pupils. Clubs include: Chess, Athletics, Code Club, Orchestra, Art, Drama, Hockey and Debating Club. Clubs are held before or after school with a few at break times. The full range of clubs is published on our website within the *Enrichment Section* each year.
- School trips, including trips to national and local institutions, workshops, visitors and school events also further enhance the curriculum including residential trips in Years 3, 4, 5, and 6.
- These opportunities also provide experience of the working world, especially visits from professionals such as dentists, archaeologists and those working within the charity sector.
- Events such as the stage productions in EYFS and Years 2, 4 and 6 provide opportunities for cross-curricular work across the arts.

Access to the curriculum for children who require support for their learning

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. The curriculum and resources are adapted to meet the needs of individual children when appropriate and supported by an Individual Education Plan (IEP) or an Educational Health Care (EHC) Plan. These are distributed to Form teachers and parents/guardians. All children identified with special educational needs are supported by the Learning Development Department, as are those with English as an additional language (Refer to SEND policy). A separate 'Stretch and Challenge' programme is organised for more able pupils (refer to Stretch and Challenge policy).

Access to the curriculum for children with SEND (Special Educational Needs and Disabilities)

Where we can make reasonable adjustments, we are committed to meeting the needs of pupils with SEND. All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared to their peers. Teaching and learning are appropriately modified for

children with SEND. For example, they may have additional time to complete certain activities, or the teaching and learning materials and/or environments may be adapted. Procedures are in place for any teacher to liaise with the SENCO and Learning Development team about any concerns regarding the progress of individual pupils and whether further intervention is required. See further the SEND policy for more details on provision.

Cultural Equality

We proactively monitor, evaluate and review the curriculum to ensure a culture of equality and diversity is established and promoted in the school including teaching the pupils about atrocities of the past and injustices that continue. This is achieved through for example:

- Whole school assemblies
- A diverse range of literature used in lessons
- In EYFS and KS 1 toys and resources that reflect a diverse culture are routinely used
- Incorporating known experts such as artists and scientists from diverse backgrounds
- Incorporating diversity through the arts - dance, music, drama and art lessons
- History, Geography and RE – where lessons on prejudice and injustice in the past and present can be learnt.

The Role of the Subject Leader

The Deputy Head (Teaching & Learning) coordinates the work of the subject leaders. Each Subject Leader is responsible for:

- providing a strategic lead and direction for the subject
- supporting and offering advice to colleagues on issues related to the subject
- monitoring pupil progress and standards in that subject area
- providing efficient resource management for the subject
- keeping up to date with developments in their subject. Reviewing the way the subject is taught in the school and plan for improvement. This development planning links to whole-school development plan
- reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into medium term plans.

Monitoring and Review

The Head is responsible for the overall leadership of the curriculum. The Deputy Head (Teaching & Learning) monitors the curriculum through the planning, classroom observation, tracking of pupil progress and liaising with the Subject Leaders and Senior Management Team. The Head and Deputy Head Teaching & Learning have oversight of the curriculum to ensure standards are met consistently.

Governors

Governors monitor the success of the curriculum at meetings of the Education Committee, to ensure that standards are met consistently.

Please refer to the following policies :

Online Safety Policy

Equality Diversity & Inclusion Policy

Safeguarding Policy

SEND

Teaching & Learning

PSHE & RSE