



FALCONS PRE-PREPARATORY SCHOOL

Curriculum Policy

Primary person responsible for updates to this policy: Liz McLaughlin and Adel Thomson

Job title: Head and Deputy Head

Last review date: July 2021

Next review date: July 2022

Relevant ISI coding (if applicable): 2A

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

Introduction

Our curriculum covers our teaching from our 2 year olds in Mini Falcons to our boys in Year 2. It is a comprehensive curriculum that challenges, motivates and stretches all learners. Our curriculum approach uses the three guiding concepts of INTENT, IMPLEMENTATION, AND IMPACT.

The curriculum includes activities planned and organised by subject leaders and class teachers to promote learning, encourage growth, aid development and offer enrichment. It includes not only the formal requirements of our curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children. It also includes skills which are also progressive throughout the school. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing their knowledge and skills, achieving their true potential.

INTENT: Curriculum Aims and objectives

The aims of our school curriculum are:

- To promote student progress in all areas of learning, skills, and conceptual understanding
- 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 provide optimal learning opportunities for our Early Years focusing on the Prime Areas of the EYFS for the younger children and extending to the Specific Areas for the 3+ children
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society changes over time
- To help children understand Britain's cultural heritage and values
- To enable children to be positive citizens in society
- To teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others.

This policy identified how we meet the learning and development requirement of the EYFS as set out in the statutory framework for the [Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

IMPLEMENTATION:

Organisation and planning

Effective planning ensures the children's learning is exciting, relevant and progressive. Excellent planning allows us to build upon children's existing learning and experiences and their cultural capital. Our planning aims to develop all aspects of children's learning and development, considering their interests and supporting them at all stages. We aim to take account of the children's interests as much as possible when making decisions about the topics and believe that flexibility and adaptability is essential in this respect.

EYFS: Planning in Nursery and Reception is a collaborative process between year group staff who meet weekly to decide on the learning objectives and the associated activities/lessons to support these objectives. Ideas and contributions are encouraged from **all** staff. Current topics are also discussed with specialist staff (Music, French and PE) so they have the opportunity to plan around the current topic where relevant.

Planning is a three stage process.

We plan our curriculum in three phases.

A long-term plan

We agree a long-term plan for each year group and subject specialist. This indicates the topics taught in each term. This acts as an 'at a glance' to give a brief overview of topics covered.

EYFS Example:

TERM	NURSERY Mini Falcons	NURSERY Little Falcons	RECEPTION
AUT 1	A few of my favourite things	Marvellous me	Myself and my family (Celebrations)
AUT 2	Towns and Cities	Fairy tales	Over the Rainbow (colours) (Celebrations cont...)
SPR 1	Nursery Rhymes	Space	Dinosaurs
SPR 2	Planes, trains and things that go!	Animals, new Life	Pets
SUM 1	Overground and Underground	People who Help Us	In the Garden (mini beasts and life cycles)
SUM 2	Under the Sea	Lights, Camera, action	Pirates

A medium-term plan

EYFS: Our medium-term plans are floor books created in collaboration with the children. The floor book provides the documentation of how we follow the voice of the children.

We believe in the voice of the child in our teaching and we want to be led by the children attending our Early Years setting. We have set topics to start, but these will change and develop according to children's interest. With the use of 'Floor Books' we let the children lead the planning and we develop the topic as we go based on interest and enthusiasm from the children.

KS1: Medium term plans are based on each half-term. They focus on the key concepts and skills covered in each unit of study.

Short-term plans

Each year group and subject specialist will compile these on a weekly basis. They will set out the learning objectives for each session, and identify what resources and activities are going to be used in the lesson. It will also identify differentiation for each lesson at this stage, where necessary.

All short term plans are saved on the shared staff drive so that all staff have access to them for teaching, learning and monitoring processes.

EYFS: Plans emerge from the weekly meetings and concepts taken from the 'Floor Books' and are documented by the class teachers. Each teacher takes on the responsibility of the planning for the week or for specific areas of the planning.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents, the SEND Coordinator and any other outside agency staff involved.

If a child has a specific need, our school does all it can to meet these individual needs. In most instances the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children with special needs where appropriate.

The SENDCO, in consultation with the class teacher provides an IEP for the individual child. This sets out the nature of the special need, and outlines how the school, the pupil and the parents will aim to address the need(s).

Gifted and Talented Pupils

Students identified as being on our gifted and talented register will, in most instances work in the class. The teacher will differentiate work appropriately and is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children where appropriate. There are opportunities for all students to work in small enrichment groups to extend learning.

IMPACT

Assessment

Effective assessment provides information to improve teaching and learning. We give the students regular feedback on their learning so that they understand what it is they need to do better and provide an opportunity for self-evaluation.

Please see the Falcons Pre-Preparatory School Assessment Policy for detailed information on assessment.

Reporting to parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We have a curriculum evening at the start of the year to inform parents about regular routines, events and the specifics of the curriculum for that year group.

We have two formal written reports each year. Each report communicates to parents their child's development including areas of strength and areas of need.

There are formal parents evenings each term, giving parents the opportunities to discuss the reports and their child's progress. Should an issue arise; teachers meet with parents during the year as and when necessary.

EYFS: A 2 Year Progress Report is completed with the parent when a child first joins us at 2 years of age. All parents are aware of their child's development in each area of learning. The teachers regularly post work via our line platform, SeeSaw, tagging each piece of work to the correlating area of learning. The parents are encouraged to add their own observations so that there is a direct link between home and school learning.

At the end of Reception, every parent is made aware of their child's progress on each of the Early Learning Goals.

The role of the ALT (Academic Leadership Team)

- To co-ordinate the academic curriculum across Nursery, Reception and KS1
- To organise and chair curriculum meetings as appropriate in consultation with teachers
- To examine the school's adherence to the National Curriculum and beyond, offering advice to the Head and other members of staff as appropriate.
- To monitor the curriculum to ensure that policies, schemes of work, programmes of study are up to date and accessible to all members of staff.
- To be concerned in the organisation of all internal assessments.
- To co-ordinate the preparation of pupils for external entrance assessments (7+).
- To organise, oversee, analyse and interpret test material and data and meet with YGs to discuss this.
- To produce a three year academic development plan.
- To ensure that students who are exceeding are being pushed and challenged (enrichment groups etc)

- To ensure that students who are not making progress receive additional support and organize SEN intervention if required.
- To monitor the effectiveness of report systems and investigate whatever changes are appropriate in the light of current educational developments such as records of achievements, target setting etc.
- To ensure the progress of pupils is maintained and recorded.

The role of the subject leader

- Provide a strategic lead and direction for the subject, maintaining development of their subject throughout the school, monitoring Schemes of Work and Policy
- Take an active role in analysing data and identifying areas for concern and development
- Ensure that the budget is spent appropriately
- Support and offer advice to colleagues on issues related to the subject, keeping up to date with current initiatives
- Provide efficient resource management for the subject
- Attend up-to-date courses/forums and feed back to staff

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the action plans for their subject on a yearly basis, ensures that there is full coverage of the Curriculum and that progression is planned into schemes of work. ALT has responsibility for monitoring their subjects throughout the school; this can involve monitoring teaching, children's work and resource use and management.

The role of the year group leader

- Collate all medium term planning for the year group and ensure that it is available to all staff in the shared staff folder on the network.
- Collate all year group weekly planning and save on shared drive.
- Meet with year group teams to ensure that evaluations of previous weeks plans are use to inform current planning.
- Inform ALT of any issues pertaining to the curriculum.
- Monitor curriculum coverage to ensure consistency across the year group
- Go through data with teams and identify individual strengths and weaknesses.

The role of the class teacher

- To review and adapt the medium term plans with their year group team as necessary
- Provide for and teach appropriate lessons
- Complete the weekly plans using the school's agreed pro forma
- Monitor and evaluate progress within each class taught
- Report progress to the parents of students within their care
- Manage provision for Special Educational Needs provision within their class as appropriate

Monitoring and review

The Head, in conjunction with the Deputy Head and the Academic Leadership Team are responsible for monitoring the way the school curriculum is implemented. They review the INTENT, IMPLEMENTATION, AND IMPACT on student progress.

The policy will be reviewed annually.

