



BRUTON SCHOOL
FOR GIRLS

SUNNY HILL PREPARATORY SCHOOL

Curriculum Policy

September 2010

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Introduction

At Sunny Hill Preparatory School the curriculum is planned to be broad, balanced and challenging. Our aim is that learning should be fun; pupils are encouraged to be curious and to have inquiring minds. It is our aim to equip pupils with the skills, knowledge and understanding to become life long-learners.

We recognise that education is a partnership between home and school and work closely with parents to encourage them to be fully involved with us in their children's education. We value the importance of creating an environment in which pupils feel safe, comfortable and secure; if this is in place they will thrive and love school with all its challenges.

The curriculum is designed to offer continuity and progression in learning from the EYFS Foundation Stage to the end of Key Stage 2 and beyond.

While due consideration is given to curriculum guidelines as detailed in the National Curriculum and other curriculum directives, we strive to ensure that our curriculum is tailored to suit the particular needs and interests of our pupils and takes full advantage of our beautiful rural setting and the amenities on our site.

Values

Underpinning all our work in school are the following important and underlying values of our school community:

High academic standards and expectations

The uniqueness of each and every child

Social and cultural diversity

Openness, honesty and fairness

High standards in terms of behaviour, manners and social conduct

Respect for our school environment and that of the world in which we live

Equality of opportunity

Respect for each other

Aims

Our curriculum aims to:

Equip pupils with the skills, knowledge and understanding to become life-long learners

Provide equal access for all to linguistic, mathematical, scientific, technological, social, physical and creative areas

Provide the individual with the opportunity to develop; physically, mentally, creatively and socially

Promote spiritual, moral and cultural education and understanding

Include rigour and stimulation

Encourage independence and independent thinking

Enable each child to reach his or her full potential and exceed expectations

Foster high self-esteem, confidence and resilience

Encourage team work and cooperation with others

Provide equal opportunities and ensure that the learning needs of all pupils are met

Curriculum Organisation

Early Years Foundation Stage

In this area of the school the curriculum is organised to follow the EYFS guidelines.

EYFS planning is related to :

- The child's stage of development
- Individual needs
- The Early Learning Goals for the Foundation Stage
- Assessment and progression.

Key Stage 1 (Prep 1 and Prep 2)

This is currently a combined class. English, Mathematics and Science are taught separately.

An inter-disciplinary 'hands-on' topic approach is used for teaching Humanities, ICT, Art and DT.

Key Stage 2

At this key stage, English, Mathematics, Science and Languages are taught separately.

Foundation subjects are more likely to be taught with a topic/ thematic approach.

Themed curriculum weeks are a feature of the provision.

Subject Specialists

PE (Nursery - Prep 6) is taught by specialist subject teachers from the Senior School.

Languages (Reception – Prep 6) are taught by specialist teachers from the Senior School.

Older Nursery pupils join the Reception class for languages when the staff feel they are 'ready' to participate in these lessons.

Music (Nursery – Prep 6) is taught by a Music specialist.

Science is taught to Prep 5 and Prep 6 by a Senior School specialist.

Food Technology: Prep 5 and Prep 6 participate in a Food module as part of their DT course. This is delivered by a specialist Food Technology teacher.

All pupils in Prep 3 to Prep 6 study 45 periods per week

	Prep 3	Prep 4	Prep 5	Prep 6
English	8	8	8	8
Maths	8	8	8	8
Science	5	5	5	5
History **	2	2	2	2
Geography **	2	2	2	2
French	2	2	2	2
RS	1	1	1	1
PSHE	1	1	1	1
Art	2	2	2	2
DT	2	2	2	2
Music	3 *	2	2	2
ICT	2	2	2	2
PE	4	4	4	4
Form	3	4	4	4

* All pupils in Prep 3 learn the violin.

** Starting in September 2010 History and Geography will each be taught for 4 periods a week for half of the academic year.

Pupils are taught in mixed ability groups for all subjects. In Prep 6 there is some setting for Mathematics and in the combined Prep 3/4 class there will be some setting.

Planning

There are three levels of planning:

Long Term Plans

These indicate the topics to be covered in each year group.

Medium Term Plans

These indicate the objectives, strategies and suggested resources for each topic and are usually termly. Copies are held centrally in the staff resource room.

Short term Plans

These are weekly and are recorded on proformas which are submitted on a weekly basis to the Head of Prep. Staff are also expected to make a daily note in their planners of work covered.

Homework

The amount of homework (Prep) set depends on the academic year. Homework in Prep 3 – Prep 6 is set three times a week (Mathematics, English and Science). In addition pupils are expected to read, learn spellings and multiplication facts. In Prep 6 additional homework may be set in preparation for the increased homework set in the Senior School. Pupils are given a minimum of two nights to complete the work. This policy is based on recognition of the fact that pupils need to be given time to participate in a wide range of extra-curricular activities and need to have ‘down’ time at home with their families.

In Reception to Prep 2 pupils are encouraged to read at home on a daily basis and in Prep 1 and Prep 2 are expected to learn their weekly spellings. Reception pupils have a weekly mathematics game to take and play at home which supports the learning that has taken place in class during the week.

Enrichment and Extension

The school’s curriculum goes far beyond that which is offered in the classroom. There is a diverse range of extra-curricular activities available to the pupils including the academic rigours of the Head’s termly challenge, sporting, musical and creative and social activities. Educational day trips and a residential trip for Prep 5 and Prep 6 are an integral part of the programme.

A minimum of two themed curriculum weeks a year enhance and enrich the curriculum.

Forest School modules are a feature of our PSHE programme.

The Head’s Challenge – each term the Head sets an open-ended challenge in the shape of a project aimed at extending and stretching pupils academically. Lunchtime tutorial sessions are available for pupils to spend time with the staff who will guide them with the project.

A monthly Mathematics Challenge will be introduced in September 2010 and presented on the ‘green bulletin’ on the first Friday of each month.

PSHE

There is a whole-school approach to PSHE which forms an integral part of our academic and pastoral programme. It aims to address the underpinning qualities and skills that help us manage life and learning effectively. One lesson per week is allocated by form teachers to work with their forms on PSHE. Whole-school assemblies are also time in which issues relating to PSHE are addressed, as are the daily form times teachers have with their form groups.

In September 2010 a spiral curriculum is being introduced for PSHE which revisits each theme and the skills associated with that theme on an annual basis, with the introduction of new ideas each year. The revised PSHE scheme incorporates SEAL and other themes and aspects deemed to be appropriate for the pupils at Sunny Hill. (See separate PSHE policy document.)

Sex and Relationships Education

A programme of study is delivered to pupils in Prep 5 and Prep 6 as part of the PSHE programme in a series of sessions on Sex and Relationships Education. Emphasis is on valuing family life and following strong moral principles.

Religious Education

Each year group spends part of the year studying Christianity and part of the year studying other religious traditions and philosophies. Assemblies are held during the week. Every year the school holds its Christmas Carol Service and Harvest Festival in the local church.

PE

All pupils are expected to take part in the school's Physical Education and Games programme. A comprehensive programme of extra-curricular sporting events is available in addition to the curriculum programme. Pupils from Prep 3 and above are involved in sporting fixtures with other schools.

Equal Opportunities

The school is committed to making the curriculum accessible to all pupils regardless of sex, race, disability, religion or belief.

Monitoring and Review

In consultation with the Head of Prep, subject coordinators are responsible for:

Curriculum review and development relating to their designated subject areas.

Monitoring the teaching and learning strategies across the school.

Advising the staff on teaching and learning styles and subject content.

Keeping abreast of developments in their subject, advising and updating the Head of Prep and the staff on national and local developments.

Ensuring that the school has appropriate resources, as well as being responsible for monitoring the way in which they are stored and managed school-wide.

Learning Support (Skills Development)

Any child who is experiencing difficulties will be offered the opportunity to receive additional support lessons with a specialist teacher in the Skills Development Unit. Individual education plans (IEPs) are written for any pupils with significant learning difficulties or disabilities. The school welcomes children with a range of learning difficulties and close links are maintained between the Preparatory and Senior School. We aim to develop skills through individualised schemes of multi-sensory learning. This leads to success and enhanced self-esteem. Where appropriate, support from external agencies is sought and incorporated into IEPs. The Prep School has its own part-time SEN co-ordinator who liaises with the Senior School SEN co-ordinator.

Teaching and Learning Styles

Teachers recognise that pupils benefit from a range of teaching and learning styles and so pupils are exposed to a variety of teaching methods including: problem-solving and investigatory work, independent research work, individual, paired and group work, ICT work, educational visits and speakers, creative activities, musical performance, drama and role-play and discussions and debates.

Differentiation

In addition to using a variety of teaching and learning styles, teachers differentiate teaching materials and programmes in order to respond to individual pupils' needs.

Examinations

Currently in year groups pupils sit NFER papers in mathematics and English in September and optional SAT papers in Mathematics, English and Science in May. Commencing academic year 2010-11 it is planned to enter pupils for the English Speaking Board Examinations.

Assessment, recording and reporting pupils' progress

See separate policy statement (to be reviewed).

Transition through the School

When pupils are about to move between the Key Stages and also between year groups, members of staff meet regularly to discuss the abilities of the individual child and share assessment information to ensure continuity, progression and a smooth transition. When moving from the Prep School to the Senior School entrance papers are sat in English, Mathematics, verbal and non verbal reasoning. Key Stage results, NFER progress papers and social abilities also play a part in the placement of the individual child into teaching and form groups in the Senior School.