



Curriculum Policy

June 2024



CONTENTS

Contents.....	2
Mission	3
Aims.....	3
INTRODUCTION.....	3
AIMS OF THE POLICY.....	3
ORGANISATION AND PLANNING	4
Subject Yearly Overviews	4
Curriculum Design.....	4
Early Years Weekly Planning.....	4
KS1 and KS2 Short Term and Weekly Planning.....	4
DIFFERENTIATION.....	4
CURRICULUM SUBJECTS OFFERED	5
PREP (HOMEWORK).....	5
Prep Schedule.....	5
Guidelines for setting prep	6
THE ROLE OF THE SUBJECT LEADER	7
LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS & DISABILITIES.....	8
RELIGIOUS EDUCATION	8
Collective Worship.....	8
SEX AND RELATIONSHIPS EDUCATION	8
PHYSICAL EDUCATION (pe) AND GAMES	9
EXTRA CURRICULAR ACTIVITIES	9
TRIPS, MATCHES AND OUTINGS.....	9
WORKSHOPS	9
EQUAL OPPORTUNITIES	9
MONITORING AND REVIEW	10



MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our pupils to discover and develop their individual talents.
- To support our pupils in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our pupils receive excellent pastoral care.

INTRODUCTION

The curriculum at Eversfield Preparatory School embraces the planned activities that we organise to promote learning, personal growth and development. These include not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that we offer to enrich the pupils' experiences. Further, it incorporates the 'hidden curriculum' – the values and attitudes that children learn from the way they are treated and expected to behave. We want all the pupils at Eversfield to grow into positive, responsible people who can work and co-operate with others while at the same time develop their knowledge and skills so that they will be fulfilled in all that they do, both academically and outside the classroom.

We value the breadth of the curriculum that we provide. We aim to foster creativity in our pupils, to help them become independent learners.

AIMS OF THE POLICY

Through the delivery of a broad and balanced curriculum the school aims to:

- Ensure that pupils develop the essential literacy, numeracy and computing skills to take them forward to their secondary education.
- Provide pupils with a full and rounded entitlement to learning, no matter what their age or ability may be.
- Foster pupils' creativity and develop essential skills, including learning skills and an ability to think for themselves.
- Promote a positive attitude to learning and high standards in all areas of teaching and learning.
- Create a stimulating, challenging and rewarding environment.
- Provide a curriculum which includes Religious Education and embraces the contribution made by all ethnic groups in our multi-cultural British society.
- Provide a full and broad range of opportunities for academic achievement both within and outside the curriculum.
- Provide opportunities for all pupils to discover and develop their creative, physical and cultural interests and talents.
- Encourage pupils to participate in the wide range of extra-curricular activities that are on offer within the school.
- Through the school's approach to PSHE we enable pupils to be positive citizens, distinguish right from wrong, understand the importance of fairness and democracy, respect others and work co-operatively together.



- Provide pupils in the Early Years with a curriculum in line with the Statutory Framework and Practice Guidance for the Early Years Foundation Stage.
- Provide pupils with a life-long love of learning.
- Teach safeguarding to all pupils throughout areas of the curriculum, particularly in PSHE, Science and Computing.

ORGANISATION AND PLANNING

We plan our curriculum in three phases.

Three phase planning comprises: subject yearly overviews, curriculum design, short term/ weekly planning

Planning sheets are generic across the school.

Subject Yearly Overviews

Subject Leaders are responsible for the subject yearly overviews. These outline the topics to be taught in each subject throughout the year in each year group and ensure continuity across the school.

Curriculum Design

Through our curriculum design, we give broad learning objectives that allow us to map progression throughout the school. In KS1 and KS2 our planning has regard for the National Curriculum, but we have adapted these in the light of our pupils' needs.

In the Kindergarten and Nursery, links are made to the Development Matters statements in both age ranges (Birth to 3, and 3 and 4 year olds) and in Reception, to the Developmental Matters statements for Reception, as well as to the revised Early Learning Goals.

Each of the seven areas of learning is planned for individually.

Early Years Weekly Planning

Weekly plans are written by the teacher who delivers the lesson. In Reception weekly plans are used for CLL and Maths. Due to the large number of staff working in Kindergarten and Nursery, the weekly plans include a weekly overview, followed by a more detailed plan of group teaching times and adult focused activities. Each activity, whether a targeted teaching time or a focused activity, is given a specific objective with measurable outcomes, differentiated according to the children's abilities. In Kindergarten and Nursery, the lessons are delivered by both teachers and TLSAs in small groups and in whole class teaching times.

On each short term/weekly plan, teachers are also expected to list how they will assess pupils' learning (AfL - Assessment for Learning).

KS1 and KS2 Short Term and Weekly Planning

Short Term and Weekly plans (English and Mathematics only) are written by the teacher who delivers the lesson. Specific learning objectives and success criteria for each lesson, showing differentiation and clear teaching activities are recorded on each planning form.

On each Short Term and Weekly plan (English and Mathematics only), teachers are also expected to list how they will assess pupils' learning (AfL - Assessment for Learning) and where necessary, list prep.

DIFFERENTIATION / ADAPTIVE TEACHING

A variety of different teaching and learning methods and materials are used in all subjects to suit pupils' different needs. All weekly planning documentation provides opportunities for staff to specify how the needs of children



of different abilities will be catered for within a lesson (see, Teaching, Learning and Feedback Policy).

In some classes and lessons, Teaching and Learning Support Assistants are used to support individuals or small groups of children. Setting in Mathematics takes place from Form 4 upwards and English from Form 5.

Additional information may be found in the Gifted and Talented Policy and the Learning Support Policy.

CURRICULUM SUBJECTS OFFERED

Kindergarten, Nursery and Reception follow the pattern of the Early Years Foundation Stage of the National Curriculum, working towards the Early Learning Goals in the seven areas of learning:

- Communication and Language;
- Literacy;
- Mathematics:
- Understanding the World;
- Physical Development;
- Expressive Arts and Design;
- Personal, Social and Emotional Development.

The pupils in the Early Years have specialist lessons in Swimming, Music and Dance/Yoga/Tennis. The children in Reception are also introduced to Modern Foreign Languages.

In Forms 1 – 3 the structure is based on the National Curriculum, although not in complete isolation. Pupils continue to cover the following areas of the curriculum: Science; History; Geography; RE; Personal, Social, Health and Economic Education (PSHE); Music; Art; Design Technology; PE; MFL; Computing and Philosophy Skills. Some of these lessons are taught by specialist teachers.

From Form 4 – 6, the curriculum takes the following structure:

- Mathematics, English (minimum of 10 periods a week)
- Science (4 periods a week)
- Humanities: History, Geography, Religion & Philosophy
- Languages: MFL, Latin (Forms 5&6 only)
- Creative: Computing, Music, Drama, Art, Design, Textiles, Food Technology
- Personal, Social, Health and Economic Education (PSHE)
- Physical: Games, PE

PREP

At Eversfield, prep is set from an early age. We believe that prep plays an important part in the development of each child's learning and consequently use prep:

- To consolidate, reinforce and extend knowledge and skills developed with the curriculum.
- To encourage children to develop the confidence, skills and motivation to study independently.
- To help parents to feel involved in their child's learning.

Prep Schedule

Prep is set in each area of the school as laid out below:

Kindergarten

Children take home library books to share with parents. They also take home 'Finding out bags' where they have to find, for example, a shape or colour or object beginning with a certain sound.

Nursery

Children take home name cards and activities linked to their learning in Phonics. They also choose a library book each week, to share with parents and discuss the following week at school.

Reception

- Michaelmas term: daily reading/ word cards/ phonics
- Lent term: daily reading/ phonics/ practical activities
- Summer term; daily reading/ weekly library book/phonics

Forms 1&2

Reading

Spellings

Alternate Mathematic/English work at the weekend (in Form 1, from the Lent term).

Forms 3 & 4

Reading

Spelling

Mental Arithmetic

1 x 30 minute twice a week

Form 5

30 minute prep per evening + reading, spelling and multiplication tables.

To include: Mathematics, English, Science, Geography, MFL, Latin and History.

Form 6

Michaelmas Term (until the end of the Entrance Examinations)

1 hour prep per evening + reading (2 x Mathematics; 2 x English, 1 x VR/NVR)

After the entrance examinations

30 minutes prep per evening + reading, spelling and multiplication tables.

To include: Mathematics, English, Science, Geography, MFL, Latin and History.

Guidelines for setting prep

Class/subject staff at Eversfield are expected to set prep which follows the guidelines outlined below.

- Prep should be written and recorded in a coherent manner in each child's planner or as a message on Seesaw. For younger and less able children, this should be checked by the member of staff setting the work.
- Prep should be set to support the learning in the classroom, or to revise and revisit topics as appropriate.
- The demands of prep should be consistent, manageable and conform to the school's framework on the recommended timescale for prep.
- Guidelines should be communicated to children and parents so that all concerned are clear about the requirements of the tasks and expectations of the teacher.
- Where appropriate differentiated tasks and activities should be set in order to cater for children's different learning needs. Timescales for the completion of tasks should be taken into account too.
- Prep should be regularly checked/marked in line with the section on marking and feedback within the school's Teaching, Learning and Feedback Policy.
- Staff should be sensitive to the home situation e.g. availability and access to resources at home.

- Staff should be aware that many children are involved in a number of extra-curricular activities and on some occasions, there may be genuine difficulties which prevent children from completing prep within the allocated time scale.

THE ROLE OF THE SUBJECT LEADER

All Subject Leaders are expected to be accountable for their department and for the members of staff who teach in it. They are expected to be responsible for the teaching and learning of the subject across the whole school by:

- Monitoring the provision of their subject throughout the school, ensuring the curriculum is delivered in line with agreed documentation and current legislation.
- Updating and amending their subject policy and curriculum design as required by the Headmaster.
- Ensuring the curriculum provided is progressive, continuous and challenging, especially across different Key Stages.
- Monitoring teaching and learning in their department through:
 - Carrying out planning checks (where other teachers teach the subject)
 - Book / work reviews– keeping written notes and giving feedback to staff
 - Carrying out pupil interviews and keeping written notes
 - Observation and where appropriate, team teaching
 - Carrying out assessment checks, keeping notes and checking against expected progress
- Working in partnership with the Learning Support Coordinator to ensure the needs and provisions of children with SEND are fully met, catered for and monitored.
- Planning, delivering and monitoring assessment strategies within their department, ensuring there are clear criteria linked to specific learning objectives.
- Using assessment strategies and results to evaluate children's progress.
- Supporting and encouraging the use of assessment to inform future lesson planning.

All Subject Leaders are responsible for aiding the whole school framework of monitoring teaching and learning by:

- Giving support to teachers in different areas of the school by working in the classroom as a partnership.
- Working towards the long term aims of the school by example of good practice and by influencing those teaching staff who are less experienced or who have areas of their teaching that need development.

Subject Leaders are responsible for the day-to-day management and running of the department including:

- Holding regular departmental and year group meetings.
- Evaluating the department annually and writing a subject Action Plan, setting priority targets, identifying training and resource needs.
- Monitoring the progress of the Action Plan termly/mid-year and at the end of the academic year, writing an evaluation of the Action Plan.
- Submitting and controlling an annual budget for the department, clearly linked to the subject Action Plan.
- Ordering stock and consumable resources and equipment within the departmental budget.
- Attending courses which promote professional development and advising other relevant staff about such courses.

Subject Leaders are also expected to carry out subject specific development as identified in the School Improvement Plan.



All Subject Leaders are expected to meet with the Headmaster/Deputy Head/Director of Teaching & Learning regularly and keep them up to date with changes within the curriculum and/or department.

LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS & DISABILITIES

The curriculum is designed to be accessible to all who attend the school, including those with special educational and additional needs. Individual teaching staff are responsible for ensuring the curriculum is accessible to all children, but seek help and support from the Learning Support Coordinator as appropriate.

Where children are identified as having additional needs, they will be placed on the Learning Support Coordinator's Needs List and additional provision will be made for them. This may be in the form of additional resources being made available in the classroom, attendance at an intervention group or a course of individual tuition.

Where a child does not make the progress expected following an intervention or if they are identified as having a special educational need they will have an Individual Education Plan (IEP) drawn up for them by the class teacher and Learning Support Coordinator, which details the child's difficulties and the provision staff will make for them. IEPs are reviewed regularly and all staff who work with children with an IEP, will receive a copy. At this point a child will be escalated to the next level of support on the Additional Needs List that is called SEN Support.

Where a child continues to cause concern despite the additional intervention and support, the Learning Support Coordinator may suggest consulting other professionals, such as a Speech and Language Therapist, an Educational Psychologist (EP) or a Paediatrician. If an EP report is available it will be used to help make suitable provision.

Very rarely, where a child is struggling to access the curriculum despite the additional support, he or she may be referred for an Education Health Care Plan (EHCP). The outcome of the EHCP will determine the needs identified to support the pupil in accessing the curriculum.

Occasionally, where it is recognised that a child would benefit from specialist lessons in English rather than learning a new language, with the agreement of parents, the child may be withdrawn from Modern Foreign Languages.

Additional information can be found in the school's Learning Support Policy.

RELIGIOUS EDUCATION

Eversfield Preparatory School is a school with a Christian ethos and has designated Christian status. All pupils are expected to participate fully in the school's RE curriculum. The RE curriculum teaches children, not only about the Christian faith, but also other faiths.

Collective Worship

The school has a programme of collective worship involving whole school assemblies, Key Stage assemblies and Form / Class acts of worship each day. The school has a Collective Worship Policy.

RELATIONSHIPS EDUCATION

Relationships Education is delivered as part of the School's PSHE curriculum (with parts being delivered through Science). The School has a Relationships Education Policy in place.



The elements of Relationships Education that are included within the science curriculum are statutory and remain compulsory for all pupils. Parents who wish to discuss elements of the Relationships Education curriculum prior to its delivery are invited to meet with the Headmaster.

PHYSICAL EDUCATION (PE) AND GAMES

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE, Games or Swimming for medical reasons, for which a note from a parent should be produced. In most instances, it is expected that if a child is fit enough to come to school and be active in the playground, they will be well enough to participate in PE and swimming activities.

EXTRA CURRICULAR ACTIVITIES

The school runs a full programme of extra-curricular activities. Prior to the start of each term, parents receive information on how to book the clubs and activities available for the coming term. Lower School clubs run from 15.30 to 16.00, Middle School clubs generally run from 15.45 – 16.45 and Upper School clubs from 16.00 – 17.00. Every day there is after school care for Lower School and Middle School until 17.30 and prep until 17.30 for Upper School.

TRIPS, MATCHES AND OUTINGS

At Eversfield School, trips, matches and outings form an important part of the wider curriculum. All children are actively encouraged to attend school trips and outings including, in Forms 5 and 6, residential trips. Parental consent is requested for all events that take the children out of school. All trips are conducted with the utmost care for the safety of the children. Risk assessments are carried out on every individual trip, including away sporting fixtures.

WORKSHOPS

To complement the curriculum taught in school some subjects organise visiting workshops from outside organisations. This give a valuable source of interest and reinforcement to our children's studies. The school gives careful consideration to the number and distribution of workshops across all age groups as most of these rely on a small charge to parents to supplement the cost.

EQUAL OPPORTUNITIES STATEMENT

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasise equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

All pupils will be respected and their individuality and talents recognised, valued and nurtured. Activities offer pupils opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the school will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to pupils to explore, acknowledge and value similarities and differences between themselves and others. Thorough planning across parallel classes ensures equal provision, opportunity



and access to the curriculum. Teachers will modify teaching and learning as appropriate for pupils with disabilities, be they physical or educational.

MONITORING AND REVIEW

This Policy is monitored by the Governing Body and will be reviewed every year.

*Headmaster, Deputy Head & Director of Teaching and Learning
Updated November 2024*