



Clifton College Preparatory School

Curriculum Policy

Statement

The Pre provides a wide-ranging and balanced curriculum where all pupils are educated in all aspects of learning – linguistic, mathematical, scientific, technological, human, social and physical and aesthetic. It includes not only the formal requirements of the schemes of work, where pupils acquire skills in speaking and listening, literacy and numeracy, but also the extra-curricular activities that the school provides in order to enrich the children's experience. The curriculum is tailored to suit the aptitudes of all pupils including those with learning difficulties or particular talents and abilities. Pupils are taught personal, social and health education within lessons, and receive first hand exceptional pastoral care through the House and Tutorial system.

Ethos

The school curriculum is underpinned by the values that we hold dear at our school. 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.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Teachers in England upon which our curriculum is based:

- 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, cooperation and understanding among all members of our school 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. (*Citizenship in PSHE and through the SMSC Policy*)

Aims

The aims of our school curriculum are:

- to engage, motivate, challenge and sustain the interest of every pupil whatever their ability and build confidence and self esteem;
- 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 appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to ensure that the spiritual development, moral, social and cultural values are recognised, addressed and developed;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to promote a healthy lifestyle;
- to enable children to have respect for themselves and to live and work cooperatively with others.

Organisation and planning

We plan our curriculum in three phases. Departmental Heads have agreed a long-term plan for each key stage (Lower Pre and Upper Pre). 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. We use the National Curriculum schemes of work for much of our medium and long-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis (Lesson Planners). 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 Key Stage 2, we teach the foundation subjects separately. This means that, for example, a child may concentrate on History and Geography as separate subjects. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

All teachers are encouraged to implement key recommendations from the Assessment for Learning Framework in their planning and teaching. (*Refer: Assessment for Learning Policy and Marking Policy*)

The Curriculum, Inclusion and Differentiation

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 pupils have learning difficulties, 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 (see Crested 2009 report). If a child displays signs of having specific need, then his/her teacher liaises closely with the Learning Support Department (Coach House). In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organization. If a child's need is more severe, we consider the child for an assessment and we involve the appropriate external agencies in making such an assessment. We can provide additional resources and support for children with learning difficulties.

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

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that pupils with learning difficulties and/or disabilities are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with learning difficulties and/or disabilities. The school has an Accessibility Plan which is available to parents.

More able and talented pupils at the school are appropriately challenged and the curriculum adjusted accordingly. We use a variety of methods to help identify these pupils such as teacher assessments, diagnostic assessments and module/examination results. We do not feel it necessary to 'exclude' these pupils, although for academic purposes there is a scholarship form in Year 8. The Heads of Departments and the Gifted and Talented co-ordinator provide a wealth of opportunities in and out of the classroom which pupils participate in. The extensive co-curriculum programme in conjunction with the trips/workshops/scholarship support sessions go hand-in hand with the differentiation provided in the classroom. During the Lent and summer terms, some workshops are on offer outside of school time.

English across the Curriculum

Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use Standard English.

Writing

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

Speaking

In speaking, pupils should be taught to use language precisely and cogently.

Listening

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

Reading

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].

ICT across the Curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

Pupils should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility

- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

(See also ICT Cross Curricular Links Policy and Overview)

Health and Safety

This statement applies to science, design and technology, information and communication technology, art and design, and physical education.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks.

Subjects Offered

The table below lists the subjects offered and the number of lessons allocated to each banding within the year groups. The Lower Pre - Years 4-6 and the Upper Pre - Years 7 and 8 (upper and lower bands).

Curriculum Plan by Year Group and Subjects 2011 -12

General	8U		8L		7U		7L		6		5		4		Y6-8	Y4/5	Total
En	10	40	12	24	10	40	12	24	13	65	13	52	13	39	193	91	284
Ma	10	40	10	20	10	40	10	20	13	65	13	52	13	39	185	91	276
Sc	9	36	9	18	9	36	9	18	10	50	8	32	8	24	158	56	214
Cn	6	6	6	6	6	6	6	6							24		24
EFL			6	12			6	12							24		24
Fr	6	12	6	12	6	18	6	12	6	30	4	16	4	12	84	28	112
Gm	6	6			6	6									12		12
Sp	6	12	6	12	6	12	6	12							48		48
Supp			6	12			6	12							24		24
La	4	16			4	16									32		32
Geog	4	16	5	10	4	16	5	10	4	20	4	16	4	12	72	28	100
Hi	4	16	5	10	4	16	5	10	4	20	4	16	4	12	72	28	100
Rs	4	16	4	8	4	16	4	8	4	20	4	16	4	12	68	28	96
DT									4	20	4	16	4	12	20	28	48
IT									4	20	4	16	4	12	20	28	48
Tech	6	24	6	12	6	24	6	12							72	0	72
Art	4	16	4	8	4	16	4	8	4	20	4	16	4	12	68	28	96
Mu	2	8	2	4	2	8	2	4	2	10	2	8	2	6	34	14	48
PSHE	1	4	1	2	1	4	1	2	2	10	2	8	2	6	22	14	36
PE	4	16	4	8	4	16	4	8	4	16	4	8	4	8	64	16	80
Swim											4	8	4	12			
Drama	2	8	2	4	2	8	2	4	2	10	2	8	2	6	34	14	48
	76	292	79	182	76	298	79	182	76	376	76	288	76	224			1822

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor. If the issue is not resolved parents should then contact the Deputy Head Academic.

Monitoring and Review

This policy will be monitored by the Deputy Head Academic, who will report to the Headmaster on its implementation on a regular basis.

The Headmaster will report to the governing body's Education Committee on the progress of the policy and may recommend any changes.

JAM - April 2012 (Review date April 2013)