

Widford Lodge

PREPARATORY SCHOOL



Curriculum

Reviewed September 2011
Next Review September 2012

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(Headmaster)

WIDFORD LODGE SCHOOL CURRICULUM POLICY

Widford Lodge School's curriculum is broad and balanced and designed to promote learning, personal growth and development. We believe that our curriculum meets the needs of all the children admitted to the school whatever their ability. It includes not only the formal curriculum that uses as a framework, aspects of the National Curriculum, but also the various extra-curricular activities that the school offers in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. The Personal, Social and Health Education programme offered by Widford Lodge reflects the school's aims and ethos.

The aims of the curriculum at Widford Lodge Preparatory School are:

- To provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- To provide a curriculum that is subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- To give all pupils the opportunity to acquire speaking, listening, literacy and numeracy skills;
- Where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- Where a pupil has a statement, education which fulfils its requirements;
- Personal, social and health education which reflects the school's aims and ethos;
- That all pupils have the opportunity to learn and make progress;
- To provide adequate preparation of pupils for the opportunities, responsibilities and experiences of secondary education and adult life:
- To promote a positive attitude towards learning, so that the pupils enjoy coming to school and acquire a solid basis for lifelong learning;
- To enable pupils to be creative and to develop their own thinking;
- To teach children about the world around them, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To appreciate and value the contributions made by all ethnic groups in our multi-cultural society;
- To enable children to be positive citizens;
- To teach children to have an awareness of their own spiritual development and to distinguish 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 live and work co-operatively with others.

Curriculum Planning

The curriculum is planned in three phases.

A long term plan or programme of study is agreed for each year group and or subject area. This gives a broad overview of the topics that are to be taught in each term and to which groups of children. The programmes of study are made available to our parental body on the school's website. This is reviewed on an annual basis.

Medium term planning provides greater detail on the objectives and teaching strategies for each topic.

Short term planning is done on an individual basis and will be either weekly or daily planning. This planning is for each teacher's own benefit and personal use in order that each member of staff is able to identify and organise activities that will be used in a lesson in order to meet the learning objectives.

Areas experienced by pupils at appropriate stages in their development include:

- English (reading, writing, speaking & listening)
- Mathematics
- Science
- ICT
- History
- Geography
- Physical Education & Games (including gymnastics, dance, orienteering & outdoor pursuits, tennis, swimming, rugby, netball, soccer, hockey, cricket, rounders, athletics, cross country)
- PHSE & Citizenship
- Modern Foreign Languages (to include French for all pupils from KG to Form 6 & an introduction to German & Spanish in Forms 5 & 6)
- Art
- Design Technology
- Music
- Religious Education

The Early Years Foundation Stage

The curriculum that we teach in the Kindergarten meets the requirements set out in the National Curriculum at the Early Years Foundation Stage. Our curriculum planning focuses on the Early learning Goals, as set out in these documents and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the Kindergarten builds on the experiences of various nurseries and other pre-school providers in the area.

Throughout each term in the Pre-School and Kindergarten the teachers will assess the skills and development of each child through planned observations and keep this as a record of a pupil's development.

The curriculum and Inclusion

The curriculum at Widford Lodge is designed to be accessed by all the children who attend the school. If we think it is 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.

Widford Lodge does all it can to meet the individual needs of its pupils and we favour the good practice as laid out in the SEN Code of Practice. We have a clear SEN policy that details the action if a child displays signs of having specific learning difficulties or needs.

Where a child is receiving one to one specialist tuition from a member of the SEN team an Individual Education Plan (IEP) is provided. This sets out the nature of the special need and outlines how the specialist 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.

Not only are classroom activities differentiated to support individual difficulties but also to value individual strengths. Pupils with outstanding ability are provided with extension opportunities within individual subjects. There are also opportunities for those identified as 'Gifted & Talented' to be challenged outside of the classroom in a variety of subjects via small group work.

Curriculum Monitoring

The curriculum is monitored by the Head, Subject Co-ordinators, Heads of Pre-Prep and Prep.

Through departmental meetings the curriculum is regularly evaluated and modifications made on an annual basis.