



St. Francis' College

Curriculum Policy (Prep)

Introduction

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5)

Rationale

St Francis' College aims to provide all its pupils with a curriculum that is broad, balanced and stimulating, and which promotes the spiritual, moral, intellectual, creative and physical development of the pupils, in line with our ethos statement. The College aims to maintain high educational standards in all academic activities at levels appropriate to the academic ability of each pupil.

The curriculum will give all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education appropriate to their ages and aptitudes. The curriculum is balanced to ensure that all areas of learning experience are given appropriate time and attention in relation to the curriculum as a whole. The College broadly follows the National Curriculum whilst still allowing staff a degree of professional autonomy in defining content. The principle language of instruction is English and all pupils including speakers of English as an additional language, are expected to communicate in English during the school day.

The academic curriculum is enriched by a range of extra-curricular activities at all key stages and by a programme for pupils' personal, social and health education (PSHE) appropriate to their ages. Please refer to the Prep PSHE Policy.

The College is designated as a Christian school; Religious Studies is available for all pupils and forms part of the core curriculum. All staff and pupils entering the College are expected to join in assemblies and whole-school services, which are broadly Christian in nature. The College has, at its heart, a desire to promote fundamental British values such as a belief in the rule of law, in democracy and in a mutual respect for those of different backgrounds and faiths. This desire underpins all its work with young people, both inside and outside the classroom.

Equal Opportunities

The Prep Department curriculum has been designed in such a way that all pupils have the opportunity to learn and make progress. The curriculum and the manner in which it is delivered will recognise the differences between pupils and will endeavour to balance challenge with the likelihood of success. Thus the curriculum may be modified to take into account specific learning difficulties e.g. dyslexia or English as an Additional Language (EAL) or specific areas of strength e.g. languages. The curriculum and its delivery will be appropriate to the age and previous experience of the pupils at each stage of their development.

Individual Needs (IN), EAL and More-Able pupils

Following referral by a class teacher, or a parent or guardian, the Individual Needs Coordinator is responsible for identifying pupils with Learning Difficulties and/or Disabilities and for taking appropriate action as set out in the **Individual Needs Policy**. Plans and schemes of work take into account the needs of all pupils, including our More-Able pupils, those with Individual Needs, those with an Education, Health and Care plan, and those who speak English as an additional language. The Head of EAL is responsible for planning and drawing up timetables for EAL pupils. Please refer to the **EAL Policy** for further details. Following teacher recommendations and /or a high score in assessments, a pupil may be identified as More-Able. Please refer to **the More-Able Policy** for details.

Schemes of Work and Differentiation

Schemes of work have been drawn up by all form teachers/specialist teachers and are stored on the staff drive under Prep Plans. These are frequently reviewed and brought up to date to reflect curriculum changes and our constantly evolving classroom practice. A variety of teaching and learning methods and materials are used in all courses to suit pupils' different needs. Careful thought is given by all staff to the needs of each individual pupil and, within the classroom, all teaching staff are aware of the importance of stretching and challenging the More-Able, whilst also supporting those with Individual Needs.

Disability

In accordance with the statutory requirements the College aims to make the curriculum accessible to all pupils as far as is reasonably practicable. Please refer to **Disability Policy and Accessibility Plan**.

Academic Timetable and Subject Options

Early Years Foundation Stage and Key Stage 1 have 8 timetabled lessons each day. These are all 35 minute lessons, except for period 8 which is 25 minutes in length. Key Stage 2 (Years 3-6), also has an 8 period day. These are all 35 minute lessons, except for period 8 which is 40 minutes in length. The school day starts with registration at 8.30am and finishes at 3.10pm, for Kindergarten and Reception, 3.15pm for Year 1 and Year 2, and 3.30pm for Years 3 to 6.

Key Stage 1 and 2

The following subjects are taught to all Preparatory Year Groups:

Art

General Science

Mathematics

Drama	Geography	Music
English	Physical Education	History
Home Economics (PV & VI)	Swimming	Religious Studies
French	ICT	Latin, (PIV, PV and VI)
PSHE		

- Specialist ICT is taught from Prep II to Prep VI. Kindergarten to Prep I either have a single or double lesson of IT with their class teacher.
- Specialist Maths and English teaching is provided for pupils in Prep IV to Prep VI.
- A specialist teacher takes all Drama and Music lessons.
- A member of the Senior School's Art Department takes Art lessons in Prep IV to Prep VI.
- A Senior School specialist teacher also takes food and Nutrition in Prep V and Prep VI.
- A specialist teacher teaches all French lessons.
- General Science is taught by a specialist teacher from Prep IV to Prep VI.
- Specialist teachers teach Geography and History from Prep II to Prep VI.
- Specialist teachers teach all PE and Swimming lessons.
- Specialist teachers teach Latin from Prep IV to Prep VI.

Assessment, Recording and Reporting

Please refer to Assessment, Marking and Homework Policies

Written reports are issued for all pupils in the Preparatory Department from Reception through to Prep VI twice yearly – at the end of the Spring Term and at the end of the Summer Term. Pupils are formally assessed prior to the writing of reports – these tests take place early in the Spring and Summer term. There are two Formal Parental Consultation Evenings, which take place each year. The first takes place in October and the second one takes place at the start of the Summer Term after the issuing of reports, to allow parents an opportunity to discuss their content. Kindergarten pupils' progress and attainment is discussed with parents both formally and informally on a regular basis through considerable daily contact. Each report will indicate progress, effort and achievement. For further details, please refer to the **Parent Handbook and College Calendar**.

Curriculum Planning

The Head of Preparatory Department has overall responsibility for the planning, implementation and monitoring of the curriculum within the Prep Department. Schemes of Work are produced and available for each subject area; these include how individual subjects implement the frameworks for assessment and homework. The Head of Prep Department will report to the Head of the College.

Preparation for Life in British Society

Throughout their educational programme and through assemblies, Chapel services, PSHE, leadership roles, School Council and active promotion of British Values, the pupils are helped to prepare themselves for the opportunities, experiences and responsibilities of life in British Society.

Related policies/documents

Homework Assessment and Marking Policy
Disability Policy and Accessibility Plan
EAL Policy
Individual Needs Policy
More-Able Policy
Safeguarding Policy
Pastoral Care Policy

Reviewed By:	Head of Prep Department
Authorised By:	Head
Reviewed:	September 2022
Next Review:	September 2023