



1. Policy Overview

The curriculum is the planned activities that the School organises in order to promote learning and personal growth and development. It embraces elements of the National Curriculum and additions to this, but also the extensive range of extra-curricular activities that the school organises in order to enrich the experience of the children. Our curriculum is measured against ISI criteria. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Kimbolton Preparatory School provides full-time supervised education of pupils of compulsory school age until the end of Key Stage Two, Year Six, (11+) and includes pupils in the Early Years Foundation Stage (EYFS). The curriculum provision at the Preparatory School is designed to enable pupils to acquire linguistic, mathematical, scientific and technological skills and encompasses experiences for pupils to develop human and social awareness. It includes opportunities designed to promote aesthetic and creative awareness through a range of activities such as dance, music and art and design. Physical development is also given high priority and the School encourages pupils to develop their knowledge and understanding of the basic principles of fitness and health.

2. Aims and objectives

The aims of our curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive mind-set towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to enable children to be creative, develop their own thinking and an enquiring mind
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children to be positive citizens in society
- to teach children to have an awareness of their own spiritual development, and to understand 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 develop respect for each other and to live and work co-operatively with others

The curriculum is designed to enable all pupils to learn and make progress, including those pupils with special educational needs or learning difficulties or disabilities and those for whom English is an additional language. For all these groups of children, the school takes reasonable steps to provide opportunities for children to be appropriately supported to ensure they are able to make the best possible progress and develop in line with their peers.

3. The Early Years Foundations Stage (EYFS)

Our Reception classes broadly follow the Early Years Foundation Stage National Curriculum. We aim to provide a balanced curriculum alongside specialist teaching in modern foreign languages, music and physical education.

Kimbolton Preparatory School supports the principle that young children learn through structured and non-structured play, and by engaging in well-planned structured activities. Teaching in the Reception classes

builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with nurseries and other pre-school providers in the area.

Our curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs or disabilities and those who require learning support.

The development of each child is recorded through daily monitoring and assessments which provide an accurate and detailed insight into the progress made by the children. Tapestry is a key tool to sharing the progress and daily activities of the children with parents. This promotes good working relationships with parents and the school.

External visits and visitors ably enhance the curriculum.

The EYFS Curriculum Policy contains further information. This policy is available to parents and prospective parents on request from the school office.

EYFS Key Skills

In our curriculum planning we highlight the skills listed below. We monitor closely the progress in these skills in all areas of the curriculum. All teachers teaching in EYFS will actively promote these skills so children reach their true potential.

- Communication
- Applications of number
- Computing
- Working with others
- Improving one's own learning and performance
- Problem –solving
- Thinking skills
- Resilience
- Organisational skills
- Independence

4. Organisation

The Preparatory School is divided into two administrative sections:

Lower Prep (EYFS and KS 1 Reception and Years 1 and 2 respectively)
Upper Prep (KS 2 Years 3 – 6 inclusive)

The EYFS Coordinator is responsible for all matters relating to the EYFS.

The Lower Prep Coordinator oversees all pastoral and academic matters relevant to Lower Prep pupils.

Both are supported by the Headmaster and the Senior Deputy Headmaster along with other members of the Senior Management Team (SMT).

For the academic year 2018-19 the SMT comprises:

- The Preparatory School Headmaster
- The Senior Deputy Headmaster
- The Deputy Head Academic
- The Head of Lower Prep
- A co-opted member of the common room.

The Headmaster of Kimbolton School also attends SMT meetings



The curriculum includes opportunities for pupils to develop responsibility and experience elements of adult life in a manner that is appropriate for children in the Preparatory School. In Lower Prep, the class teacher, supported by teaching assistant's/nursery nurses are responsible for the delivery of the majority of curriculum subjects. Some subjects such as music, modern foreign languages (MFL), and games, including swimming, are taught by specialist staff.

In the Upper Prep, in Years 3 and 4, for the most part, Form Tutors are responsible for the delivery of the core subjects and some humanities subjects. Subject specialists also complement the teaching of pupils in Years 3 and 4. In Years 5 & 6 pupils are taught increasingly by subject specialist teachers and professional sports coaches.

5. Curriculum Planning

We plan our curriculum in three phases.

We agree a long-term plan for the EYFS and each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan annually. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. These are kept on the W.drive on the school network and can be accessed here:

W:\Prep\+Resources+\MEDIUM TERM PLANS\AUTUMN TERM 2018

Our short-term plans are those that teachers refer to either on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify resources and activities we are going to use in the lesson.

We plan the curriculum carefully, so that there is coherence and planned progression in all curriculum areas. Assessments inform planning and plans are regularly adapted in response to the children's learning.

6. Children with Special Educational Needs and Disabilities (SEND)

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum significantly to meet the needs of individual children, then we do so only after the parents of the child have been consulted. Otherwise differentiated plans will provide a range of activities to ensure all needs within the class room are identified and catered for.

If a child has a specific need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need and informs the Head of Academic Support (HoAS), who will then assess the child. In most instances the teacher is able to provide resources and differentiated opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we may timetable in additional support (one to one, or small group, in or out of the classroom depending on the needs of the pupil). Parents are fully involved in this, informed and their permission sought before this is implemented. In some cases, we may request parental permission to involve appropriate external agencies.

The school provides an Individual Educational Plan (IEP) for each of the children who receives one to one support. This sets out the nature of the specific need and outlines how the school will aim to address the



need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Meetings around the IEP are timetabled in at least twice a year and parents have access to the classroom at the start and end of each day and have every opportunity to talk with staff on a daily basis.

7. Monitoring and review

The Headmaster, supported by the Senior Management Team (SMT) has responsibility for the leadership of the curriculum and for monitoring its provision.

The Deputy Head Academic (DHA) has responsibility for developing and updating the curriculum including timetabling. The DHA ensures, with the Head, that the curriculum has progression, appropriate coverage and is consistently monitored.

The DHA ensures that the progress of individuals is tracked and that there is appropriate challenge, support and intervention. This is carried out through a number of methods including: regular teacher assessment (formative) standardised testing, formal examinations and interim summative assessments.

Subject leaders are responsible for ensuring the satisfactory content and delivery of their subject, for monitoring provision and keeping up-to-date with curriculum developments and recommending INSET where necessary.

The HoAS is responsible for the development of provision mapping and for coordinating the work of the academic support team to achieve the best possible outcomes for individual pupils who receive one to one support.

Class teachers also ensure that the curriculum is well-planned and taught and that the aims are achieved for the pupils in their classes. They regularly review and update medium term plans, in consultation with subject leaders.

The Governors monitor the success of the curriculum at committee level and at Prep Governors Committee meetings through Subject Coordinator's reports and the Headmaster's report.

8. Promotion of Fundamental British Values and PSHE

At Kimbolton School we recognise not only the importance of allowing pupils to flourish academically but we also prepare them for their adult life beyond the formal curriculum. Part of our role is to promote and reinforce British Values to our children.

The curriculum provides for the teaching of Personal, Social, Health and economic education (PSHE) which is taught to class groups as a timetabled discrete subject (Yrs 1-6), working concurrently with the PSHE policy and schemes of work where further details can be found. The PSHE curriculum reflects the Schools' aims and ethos.

Other

Further outline curriculum documents are available in either hard copy or on the 'W' server.

Kimbolton Preparatory School
Curriculum Policy
Academic Year 2018-19



Kimbolton School

These include:

- Safeguarding
- EYFS behavior Policy
- EYFS Curriculum Policy
- Feedback and Marking
- Behaviour (rewards and sanctions)
- Anti-bullying
- Assessment and recording
- Reporting

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