

CURRICULUM POLICY

Preparatory Department

(Refer also to the following policies: Teaching for Learning; Behaviour, Discipline and Pastoral Care; SEND; PSHCE; Subject Policies; Early Years Foundation Stage; SMSC development; Effective Marking and Feedback)

1 Introduction

- 1.1 In all the stages of MHSG, from our Reception class in the Preparatory Department through all the key stages up to the Sixth Form, the curriculum is planned to ensure a breadth and balance of subjects studied and to engage and challenge our pupils. We carefully review and develop schemes of work at all levels, following the intentions of the National Curriculum and other DfE guidelines, but broaden the scope to ensure that programmes of study are constructed to suit the abilities and interests of our pupils and to focus on the development of the individual. Our House system and extensive extracurricular programmes form an important part of the whole educational experience alongside the way pupils are treated and are expected to behave in order to promote the values and ethos of MHSG. Heads of Department in the Senior Department liaise with subject leaders in the Preparatory Department to ensure a coherent curriculum throughout the School.
- 1.2 In the Preparatory Department, the curriculum comprises the planned activities that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum, but also the various extra-curricular activities that the School organises in order to enrich the pupils' experience; it further encompasses what pupils learn from the way they are treated and expected to behave. We want children to grow into positive, responsible young people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.3 We seek the highest standards of attainment for all of our pupils. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Aims and Values

- 2.1 The aims and values of the curriculum reflect the whole School aims and values of MHSG:

3 The curriculum organisation and planning (refer to Appendix 1)

- 3.1 The curriculum is the means by which the Preparatory Department achieves its objective of educating children in the knowledge, skills and understanding that they need in order to achieve their potential, become lifelong learners and lead fulfilling lives. Manchester High School for Girls Preparatory Department offers full time education for pupils of compulsory school age 4 – 11. The Key Stage 2 curriculum is delivered in 23 hours and 45 minutes of timetabled time and Key Stage 1 in 22 hours and 30 minutes of timetabled time. Archived guidance from the Qualifications and Curriculum Authority (QCA) explains that the

Department for Education and Skills, a predecessor to the DfE, previously suggested minimum taught hours for English primary school pupils of:

Age 5-7 :	21 hours
Age 8-11:	23.5 hours

3.2 The curriculum delivered in the Preparatory Department seeks to give:

- Linguistic experience through the four dimensions of language; listening, reading, speaking and writing. These experiences will be mainly gained through the teaching of Literacy and Language, but also through speech and drama, cross curricular themes and the opportunities for children to gain confidence in speaking to others.
- Mathematical experience through mathematics lessons which include numerical understanding, problem solving, practical work, investigation and discussion. Mathematical experience is also given through reasoning and cross curricular themes in Computing, Science, Art and Design Technology.
- Scientific experience through science lessons which include opportunities for observation, enquiry, investigation, use of technology and learning about the environment. Scientific experience is also provided through cross curricular themes in Mathematics, Geography and Design Technology.
- Technological experience, through the use of ICT in all subjects and in Computing lessons.
- Human and social experience through the study of society and its institutions in History, Geography and PSHE lessons.
- Physical experience through the coordination of mind and body in Physical Education lessons, cross curricular themes in Science and the principles of healthy lifestyles in PSHCE.
- Aesthetic and creative education through an appreciation of and practical engagement with art, culture, music, drama, and literature.

3.3 The pupils in the Reception class follow the statutory education and welfare requirements of the 2014 EYFS Curriculum. Learning is delivered through seven areas of the curriculum of which three are Prime areas:

- Communication and language
- Physical Development
- Personal, social and emotional development

In addition, there are four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Playing and exploring, active learning and creating and thinking critically (the 'Characteristics of Effective Learning') underpin learning and development throughout the Reception class curriculum.

- 3.4 The MHSG Preparatory Department curriculum progression framework and year-group outcomes are based on the New Primary Curriculum 2014 which is adapted to meet the academic needs of the girls in the Preparatory Department. The curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.
- 3.5 In Key Stages 1 and 2 the pupils study English, Mathematics, Science, Computing, History, Geography, Art, RE, French, PE, Music, Design and Technology and Personal, Social, Health and Citizenship Education that reflects the School's aims and ethos. In Key Stage 2, pupils also learn Mandarin. These subjects may be delivered as discrete subjects or within cross-curricular topics, depending on the area of study and the age of the child. In Key Stage 2, some of these subjects are delivered weekly on the timetable and others such as Design and Technology, History and Geography are delivered in themed weeks. The delivery through themed weeks enables an intensive cross curricular learning experience and promotes independent learning and project work. During these weeks all subjects on the timetable are suspended with the exception of Mathematics, Swimming, PE, Music and Languages. Visits and visitors also play an important part in enriching the curriculum in the Preparatory Department.
- 3.6 The curriculum is planned and delivered by qualified teachers and their work is supported by classroom assistants, who may work with individuals or groups of pupils to ensure all pupils make good progress. Specialist teachers deliver aspects of the curriculum such as PE, Music, French and Mandarin.
- 3.7 In the Preparatory Department we seek to take learning beyond the curriculum and offer a range of extracurricular and enrichment activities of great diversity. Examples include: ballet, choir, science, swimming, art, cross country and football. These activities take place during the lunch time and after school. A termly timetable is published for parents and pupils.
- 3.8 The curriculum is planned in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of pupils. The subject leader is responsible for reviewing this long-term plan on an annual basis in order to ensure coverage, up-to-date approaches and impact on pupil progress in that area of the curriculum.
- 3.9 Through medium-term plans, clear objectives and teaching strategies for each topic are defined.
- 3.10 Short term planning is written on a weekly or daily basis by teaching staff, personalised to the cohort or individual pupils within their class. Short term planning defines the learning objectives and outcomes, whilst identifying specific resources and activities to support individual pupil learning needs during a lesson. Short term planning is monitored by the Prep Leadership Team via learning walks, book scrutiny and lesson observation.

3.1 | The curriculum planning in place emphasises knowledge, skills and understanding so that progress in these areas can be identified and monitored.

4 Access to the curriculum

4.1 | The curriculum in our department is designed to be accessed by all pupils. If it is necessary to modify a pupil's access to the curriculum, in order to fully meet their needs, then this is done only after their parents have been consulted.

4.2 | If pupils have specific learning needs, the Prep Department complies with the requirements set out in the SEN Code of Practice and SEND policy to meet those needs. If a pupil displays signs of a specific educational need, then she can be screened in school as a first stage of full diagnosis by an external Educational Psychologist. Teaching staff will provide the resources and educational opportunities that meet a pupil's needs within normal class organisation. Pupils will receive specialist support if the need is a diagnosed condition or if, on screening, an area of concern is highlighted.

4.3 | The school provides an Individual Support Plan (ISP) for pupils who have a diagnosed specific learning difficulty. This sets out the nature of their learning need, and outlines how the school will aim to address it with targets that are renewed termly.

4.4 | MHSG Preparatory Department is committed to meeting the needs of children with disabilities, in addition to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these pupils are not placed at a disadvantage compared with non-disabled pupils. Teaching and learning are appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

5 The Foundation Stage

5.1 | The curriculum that we teach in the Reception class has been designed to meet the statutory requirements as set out in the Early Years Framework 2014. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

5.2 | The School fully supports the principle that young children learn through play, and by engaging in well planned and structured activities that are both adult and child led. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

5.3 | Each term in the Reception class, the teacher will assess each pupil and record this in the Foundation Stage Profile. Children's learning is assessed as either 'emerging' 'expected' or 'exceeding' in relation to each Early Learning Goal in the seven curriculum areas. This profile forms an important part of the future curriculum planning and is moderated annually by Manchester City Council.

5.4 | We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

6 The role of the subject leader

6.1 The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject

6.2 It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school strategic objectives, as outlined in the Annual Operating Statement. Each subject leader reviews the curriculum plans for the subject, ensures that there is width and depth of subject coverage and sees that progression is planned into schemes of work. The subject leader also keeps records of achievement in her subject area.

7 Monitoring and review.

7.1 The Head of the Preparatory Department is responsible for the day-to-day organisation of the curriculum. The Head of the Preparatory Department monitors the weekly planning for all teachers, ensuring that all classes are taught the full requirements of the curriculum, and that all lessons have appropriate learning objectives.

7.2 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

7.3 This policy is monitored and reviewed in accordance with the School's policy review.

Reviewed and updated by: Emma Nash September 2017

Reviewed by Prep Leadership Team: September 2017

Reviewed at Academic Governors Meeting: September 2017

Appendix I

Timing Guidelines for Subjects at Key Stage 2 over an average teaching week (flexibility is key across a full academic year during Celebration Weeks, themed weeks and the Autumn Term of Year 6).

SUBJECT	NUMBER OF LESSONS	ALLOCATED TIME
FRENCH	2	70
MANDARIN	1	35
MUSIC	2	85
PE INCLUDING SWIMMING	3	150
MATHS	6 (5 curricular, 1 problem solving)	300
ENGLISH	6 (Including extended writing)	300
RE	1	50
PSHCE	1	50
SCIENCE	2.5/3	120
ART	2.5/3	120
ICT	2.5/3 (Stand alone and cross curricular)	120
TOTAL	30	1400 MINS 50 minutes excess - tests, discrepancies in times.

TOTAL MINUTES PER DAY = 290

TOTAL MINUTES PER WEEK = 1450