CURRICULUM POLICY
PREPARATORY SCHOOL

(Refer also to the following policies: Teaching for Learning; Behaviour, Discipline and Pastoral Care; SEND; PSHE; Early Years Foundation Stage; SMSC development; Assessment, Feedback and Tracking)

1 Aims

Our Curriculum Policy is underpinned by the aims of MHSG which are to educate and empower our pupils by:

- Supporting our pupils to develop an understanding of the value of education as an end in itself; instilling a lifelong love of learning, whilst striving for academic excellence alongside cultural awareness and understanding
- Inspiring pupils to achieve high academic standards within a culture of innovation, where they fulfil their individual potential
- Providing a broad and diverse range of subjects and extra-curricular activities that offer each individual pupil the opportunity to develop their talents and flourish
- Educating the whole child and prioritising their wellbeing so that pupils leave School with a sense of self-awareness, self-worth, self-discipline and an ability to contribute with confidence in an increasingly competitive and technological world
- Drawing on the School's social, cultural and religious mix of pupils to enable all to live and grow in an atmosphere of mutual respect and compassion
- Encouraging qualities of caring, kindness, honesty and loyalty, fostering

2 Introduction

2.1 In all the stages of MHSG, from our Pre-School class in the Preparatory School 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, while broadening this 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 extra-curricular 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 School to ensure a coherent curriculum throughout the School.

2.2 In the Preparatory School, 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 enrichment and 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.

2.3 We seek the highest standards of attainment for all our pupils, challenging girls and building their resilience to try new things without fear of making a mistake. We also value the breadth of the curriculum that we provide, offering a well-rounded education to develop important life skills. We

aim to foster creativity in our pupils, helping them to become independent learners. Above all, we believe in making learning fun, as when pupils are fully engaged and enjoy their learning experience, they are motivated and determined to succeed in the future.

3 The curriculum organisation and planning

3.1 The curriculum is the means by which the Preparatory School 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 School 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 :	22 hrs and 55 mins
Age 8-11:	23 hrs 45 mins

3.2 The curriculum delivered in the Preparatory School 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, reasoning and mastery. Mathematical experience is also given through cross-curricular themes in Computing, Science, Geography,-Art and Design Technology and Outdoor Learning.

- Scientific experience through science lessons which aim to develop the pupils' understanding of Working Scientifically and the key skills of Scientific Inquiry, These include opportunities for observation, research, investigation, use of technology and learning about the world around them. Scientific experience is also provided through cross-curricular themes in Mathematics, Outdoor Learning, Geography and Design Technology.

- Technological experience through the use of ICT in all subjects and in Computing lessons. As the world of technology changes rapidly, we aim to equip our pupils to feel confident about their online presence and safety; to understand both the benefits and potential shortcomings of AI; to be conscious of their digital footprint, and to understand how to maintain wellbeing with balanced use of screens, phones and devices.

- Human and social experience through the study of society and its institutions in History, Geography and PSHE lessons. PSHE lessons in Key Stage 1 include the delivery of the myHappymind modules, and mindfulness.

- Linguistic experience through a KS2 languages carousel, where pupils learn one year of French, German, Latin and Spanish alongside Mandarin. French is taught throughout EYFS/KS1.

- Physical experience through the development of mind, body and physical coordination through Physical Education lessons, cross-curricular themes in Science and the teaching of principles of healthy lifestyles in PSHE.

- Aesthetic and creative education through an appreciation of and practical engagement with art, culture, music, drama, and literature.

- Enrichment through a carousel of activities to extend pupil learning further. Activities include Robotics, STEM activities, coding, outdoor explorers, cookery and mindfulness.

3.3 Pupil personal development is supported through PSHE lessons, assemblies, form time, theme days and visiting speakers, reinforcing the MHSG values of:
Individuality, Innovation, Learning, Compassion, Wellbeing
These values are reflected in our teaching and through our Rights Respecting Schools Gold Status. The pupils demonstrate their understanding of these values through:

- Class Charters which are written together by the pupils as Rights Holders and with the adults as Duty Bearers
- Agreeing to follow our Golden Rights Rules by:
- Respecting others regardless of age, race or background
- Helping to create a caring environment where all relationships are open and friendly
- Being honest when dealing with others
- Discouraging malicious gossip and realize that teasing can go too far
- Being happy at others' success and give support in times of disappointment
- Valuing extra-curricular achievements as well as academic success
- Keeping our school clean and tidy and show respect for others' property

As part of our PSHE, RE and SMSC programme, pupils in all year groups are taught about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, Clearly, these values overlap with our MHSG values and are therefore actively promoted by the school.

Our PSHE and RE lessons encourage pupils to show respect for others, both within the school community and beyond. Pupils are made aware, in an age-appropriate way, of the importance of having particular regard for the protected characteristics of age, disability, marriage, pregnancy and maternity, race, religion or belief.

Personal skills, such as resilience and others which enable our students to become more resourceful human beings have been included in lessons and assemblies as well as during theme weeks.

3.4 The pupils in the EYFS class follow the statutory education and welfare requirements of the 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 EYFS class curriculum.

3.5 The MHSG Preparatory School curriculum progression framework and year-group outcomes are based on the New Primary Curriculum 2021 which is adapted to meet the academic needs of the girls in the Preparatory School. 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.

3.6 In Key Stages 1 and 2 the pupils study English, Mathematics, Science, Computing, History, Geography (Humanities), Art, RE, Languages, PE, Music, Design and Technology and Personal, Social, Health Education that reflects the School's aims and ethos. In Key Stage 2, pupils also learn Mandarin, Drama and Reasoning practice (both Verbal and Non-Verbal)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 Year 1 pupils benefit from a topic-led approach to Geography, History and RE and work through the stated objectives in a cross-curricular way. They also receive a daily phonics lesson. Design and Technology is delivered in themed weeks to enable an intensive cross-curricular learning experience and promote independent learning and project work. During these weeks, the timetable is flexible to accommodate the cross-curricular learning experience, and the practical nature of the Design Technology projects, resources and activities. Theme days, visiting speakers and trips all play an important part in enriching the curriculum in the Preparatory School.

3.7 The curriculum is planned and delivered by qualified teachers and their work is supported by teaching 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 and Languages.

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.

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

In the Preparatory School, we seek to take learning beyond the curriculum and offer a range of activities of great diversity. Both our extra-curricular and Enrichment programmes are fundamental to nurturing well-rounded pupils with a passion for learning. Skill-based enquiry and collaborative learning opportunities broaden the mind and develop natural inquisitiveness and curiosity.A broad range of extra-curricular activities are offered each week to enrich the curriculum. These include, amongst others: ballet, choir, CREST science, swimming, art, cross country and football. Activities take place before school, during lunchtime and after school. A termly timetable is published for parents and pupils using our parent portal and via email communication.

3.13 Weekly Enrichment offers new and exciting learning opportunities both inside and outside the classroom. A group of pupils from mixed year groups and classes each spend five weeks completing a particular activity before the carousel will rotate. These activities help to contextualise and bring learning to life as we prepare our pupils with valuable life skills for the future.

3 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 We have a clear learning support policy which enables the individual needs of gifted and talented girls, students who are bilingual, or have specific learning needs or English as an Additional Language to be met. Where appropriate, Individual Support Plans and/or one Page Profiles are provided by the Learning Support Coordinator in collaboration with the pupil(s), parents and class teacher

4.3 We are committed to meeting the needs of children with any SEND needs and MHSG complies fully with the requirements of the Equality Act of 2010. This could involve the use of ICT to adapt curriculum materials or allowing additional time, for example, should the need arise.

5 The Foundation Stage

5.1 The curriculum that we teach in the EYFS class has been designed to meet the statutory requirements as set out in the **EYFS statutory framework for childminders** and **EYFS statutory framework for group and school-based**. Our planning in Pre-School is based around 'Development Matters' and our curriculum planning in Reception 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 and clear progression is planned.

5.3 The Pre-School team will observe and track each pupil's development, to enable the teacher to plan appropriate next steps whilst supporting development in all areas for individual pupils. The Reception class teacher will assess each pupil and record this in the Foundation Stage Profile every half term. Children's learning is assessed as either 'emerging' or 'expected' 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 their subject area.

7 Monitoring and review

7.1 The Head of the Preparatory School, Deputy Head of the Preparatory School and PLT monitor the planning for all teachers, ensuring that all classes are taught the full requirements of the curriculum, and that all lessons have appropriate learning objectives, through lesson observations, work scrutinies and feedback from pupils and parents, as well as assessment data.

7.2 Subject leaders monitor the way in which their subject is taught throughout the school. They examine 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. Subject leaders follow a calendar of monitoring which includes: peer observations, planning evaluations and "Book Looks". Subject leaders are responsible for recording and providing feedback to their colleagues and to PLT.

7.3 This policy is monitored and reviewed in accordance with the School's policy review. Governors are invited to observe lessons as part of the planned monitoring of the curriculum.

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