



# **ALTRINCHAM PREPARATORY SCHOOL**

## **Curriculum Policy**

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## Introduction

**The Curriculum** is all the planned activities we organise in order to promote learning, personal growth and development. Central to this policy is our view that our curriculum provides every opportunity for all our boys to **learn and make progress**, reflective of our ethos and aspirations as an independent school. Our curriculum policy applies to our pupils aged 2-11 years of age.\*

The curriculum offered at Altrincham Preparatory School reflects the requirements of the National Curriculum, guidance given by Independent Association of Preparatory Schools (IAPS) and the DfE, catering for boys from The Early Years Foundation Stage to Year 6. However, we aim to provide learning experiences which go beyond the requirements of the National Curriculum.

Altrincham Preparatory School recognises its responsibility to prepare its boys for life in modern Britain. We strive to prepare the boys for the opportunities, responsibilities and life experiences within a multicultural British society, whilst maintaining a shared sense of structures that are needed to keep individuals and communities safe. We actively celebrate and promote British values that encourage a happy, safe and successful community.

## Aims

At Altrincham Preparatory School:

- we provide the boys with a rich experience which builds on and develops their experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- we aim to provide an enjoyable, excellent and stimulating education whilst encouraging curiosity, independent reflective thinking and creativity, whilst encouraging high expectations and self-discipline
- we ensure that our planned curriculum is accessible to all boys and delivers subject matter which is appropriate for their age, ability and aptitude, including those with special educational needs, and for those whom English is an additional language, thus ensuring that all boys have the opportunity to learn and make progress
- we promote the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, as well as those with none.
- we provide a PSHE programme which reflects the School's aims and ethos. In line with the Equality Act 2010, the programme encourages respect for others, helps boys prepare for choices, opportunities, responsibilities and experiences they will face in life, as they move to the next stage of their school career and as they develop as individuals, understanding their role within their local and global communities
- through our timetabled and non-timetabled curriculum, we aim to ensure that each boy feels valued, learns to be sensitive and tolerant towards others, and grows in integrity and responsibility
- opportunities are given to the boys, as they move throughout the school, to develop and acquire skills in speaking, listening, English and Mathematics
- we promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities whilst maintaining our Christian ethos
- we value a mutually supportive partnership in which parents, governors and staff share responsibility for the education of our boys
- our dedicated and well qualified members of staff are committed to providing high quality teaching and support for all our boys.

\*Part time education for [some] boys in Pre-School and full-time for boys from 4-11

## **Entitlement**

All boys are entitled to access all areas of the APS Curriculum at a level that is appropriate to their needs arising from ability, special educational needs and race.

Field work may have to be adapted to individual requirements.

## **Equal Opportunities**

In line with our Disability and Inclusion Policy, we are committed to providing a teaching environment conducive to learning. Each boy is valued, respected and challenged regardless of religion, race, background, culture or disability.

## **Planning the Curriculum**

### ***Long Term Plan***

The curriculum map shows the broad areas of learning which are taught each term for each year group throughout Altrincham Preparatory School. The curriculum map is updated annually. A copy is saved on the shared network.

### ***Medium Term Plan***

Each area of the curriculum is delivered through planned units of learning within each year group and sets out the main focus for teaching and learning each week over each term. These give details of the main teaching focus for each term to ensure that there is commonality within each year group. It allows for continuity and progression across the subjects and avoids duplication or omission. Medium Term Plans also include Learning Objectives for each lesson taught; class teachers use these learning objectives to resource and differentiate, as appropriate for their class. Copies of plans are saved on the shared network.

### ***Weekly planning***

Weekly planning is created and used at the discretion of the class teachers. Weekly planning can be used to show how each individual lesson is planned by setting out the specific learning objectives, skills and knowledge the boys will develop and learn, the activities the boys will be doing and focus for the plenary session. Weekly plans can also be used to show how work is differentiated and which boys will need further support. Weekly planning is often evaluated and used to inform future planning and teaching by highlighting areas of strength or need. Any weekly plans are saved on the shared network.

Daily plans are very teacher specific with a variety of models being used to reflect individual preferences. Some colleagues use Teacher Planning Diaries, own diaries, TA planners and others keep files.

Reference should be made to the *Planning Policy*.

## **Learning and Teaching**

Learning and teaching is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the needs of our boys and the requirements of the secondary grammar school entrance examinations.

At Altrincham Preparatory School we use a variety of teaching and learning styles in our lessons. Our principal aim is to develop the boys' knowledge, skills and understanding, and to encourage independent thinking.

Good learning occurs when the conditions are right for it to do so. Pupils are encouraged, enabled and motivated to learn by the teacher's management of the curriculum and learning environment.

Good teaching starts with sound subject knowledge and well planned lessons which ensure that the curriculum is accessed by **ALL** boys in the school.

## **Homework**

At Altrincham Preparatory School we attach much importance to the constructive use of homework. Whilst it is held to be a discipline in itself, it also forms an integral part of school work affording an opportunity for consolidation of lesson work, independent learning and research and extension to the coverage of a lesson. Each Year group sets an appropriate amount of homework in line with the Homework Policy. Emphasis is placed on the consolidation of classroom learning and the development of independent study skills. Homework is discussed with Parents at the start of each academic year at the Welcome Meetings.

Reference should be made to the *Homework Policy*.

## **Assessment**

At Altrincham Preparatory School we use both formative and summative assessment techniques, as well as diagnostic assessments.

### *Formative Assessment*

This is the ongoing assessment carried out by teachers either formally at the end of each unit of work or informally at the end of each lesson. The results of formative assessments enable teachers and boys to reflect on what has been taught and learned and appropriate action taken.

### *Summative Assessment*

These occur at defined periods throughout the academic year (see Appendix 1) using CEM and GL Assessments. Summative tests help teachers in marking assessments against national criteria and provide overall levels for each boy.

### *Diagnostic Assessments*

All assessments can provide some diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, Read Write Inc phonic assessments and diagnostic tools used by the Learning Support Co-ordinator (refer to Disability, Inclusion, Special Needs & Learning Support Policy) External assessment reports (from Educational Psychologists, etc.) are included in pupil file and recommendations are implemented by class and specialist teachers.

There are various assessment strategies such as:

- Sharing success criteria
- Discussing, talking & modelling
- Self-evaluation
- Peer evaluation
- Taking photographs
- Learning Journeys (EYFS)
- Display work

- Looking at and reading pupils' work
- Set tests – teacher and commercially produced
- Observations

## **Planning for Assessment**

### ***Long Term***

#### **CEM Assessments**

Annual assessment, target setting and monitoring are carried out through the use of CEM Standardised Assessments for all year groups from Pre-School to Year 6. These assessments inform the setting of targets for the next academic year and detail the progress and standing of each boy.

In Pre-School, teachers use ASPECTS assessments, provided by CEM, in the September of each academic year.

In Reception, teachers use BASE Progress assessments, provided by CEM, in the September and June of each academic year.

In Years 1-6, teachers use InCAS assessments, provided by CEM, in the September and June of each academic year.

#### **GL Assessments**

GL Assessments for VR and NVR are used to assess Reasoning in Years 3, 4 and 5.

All children from Nursery to Reception are assessed using GL's WellComm screener, to identify speech and language needs and, in turn, opportunities for early intervention.

All boys in Year 2 are also assessed using the GL Dyslexia Screener in the Spring Term, to identify any further intervention needs.

All boys in Year 5 are also assessed using the GL Dyslexia Screener in the Autumn Term, to identify any further intervention needs ahead of the Entrance Examinations in Year 6.

### ***Medium Term***

In Reception and KS1, Phonics assessments, using the RWI Programme, are undertaken every half term. In Pre-School, Phonics assessments are undertaken in the Summer term. In Year 3, phonics assessments continue to take place every half term for boys still accessing the RWI programme.

In PSHE, teachers of Years 1-6 use the Jigsaw assessment grids at the end of each puzzle (unit) to assess boys' knowledge and understanding. Boys also complete a Jigsaw self-reflection grid at the end of each unit.

### ***Short Term***

These are assessments that are made as part of every lesson and are closely linked to the teaching objective of each lesson. Use is made of these to help the teacher adjust their daily plans to address any issues

## Assessment Resources

- Bond Papers (Verbal & Non-Verbal Reasoning)
- Read Write Inc.
- Observation logs
- CEM assessments – ASPECTS, BASEProgress and InCAS
- GL assessments – WellComm (EYFS), VR/NVR and Dyslexia Screener
- Teacher produced tests
- Evidence of Learning Characteristics (EYFS)

## Reporting to Parents

Communication is a vital part of the work of Altrincham Preparatory School and all parents are encouraged to be fully involved in their son's learning.

Prep and Pre-Prep reports are written for parents three times a year – two long reports and one short report. The short report includes grades relating to each boy's attitude to learning in all subjects taught. The categories graded for attitude to learning are *contribution to class discussions*, *independent work*, *collaborative work* and *organisation*. Short reports also include a written comment by the class teacher to provide an overview as to the boy's pastoral progress since the last report.

Long reports include the same detail as short reports, but with additional written comments for core subjects (in the Autumn and Summer Term) and specialist subjects (in the Summer term only). Written comments discuss boys' progress, skills and knowledge development and achievements in each of the subjects reported on. Next steps are also identified for each subject.

Parent Consultation Evenings are held in the Autumn and Spring terms. Parents are invited to attend a meeting with the class teacher to discuss their son's progress, skills and knowledge development, achievements and next steps.

In Years 1 and 2, class teachers and parents communicate using the clear communications folder. In Pre-School and Reception there is regular communication at the start and end of the school day, as required.

Altrincham Preparatory School has an 'open door' policy and encourages parents to meet with class teachers to discuss their son at any time during the academic year. When required, class teachers will have telephone conversations with parents or arrange face-to-face meetings with them if required. Class teachers' email addresses are shared with parents in the September Welcome Meetings, and emails are therefore used as common mode of communication for parents and teachers throughout the year. Class teachers are expected to respond to parents' emails within 48 hours.

## Monitoring and Review

During the course of each academic year, every year group is monitored. This monitoring process includes a scrutiny of exercise books, planning and assessments, which are carried out by the Subject Leads, Deputy Headteacher (Academic) and Senior Leadership Team. Lesson observations are carried out throughout the course of the year by the Subject Leads, Senior Leadership Team and Headmaster. Results of this monitoring process are fed back to individual colleagues on a one-to-one basis, or all staff, if appropriate, as part of the weekly whole-staff meetings.

## **Post-Assessment Analysis Meetings**

Following each cycle of standardised assessments, the Deputy Headteacher (Academic) meets with Class Teachers to discuss boys' attainment and progress. Following these meetings, interventions and support groups are reviewed, and Learning Support provision is allocated accordingly. The Deputy Headteacher (Academic) also works with the Class Teachers to identify subject trends within classes, as well as year groups, for schemes of work and planning to be reviewed and amended accordingly.

After each cycle of RWI Phonics assessments, phonics groups are reviewed and adapted accordingly.

Reasoning is monitored and tracked from Year 3 through the school using GL assessment papers. Results are reported to the Reasoning Lead, who in turn informs the Deputy Headteacher (Academic) and Senior Leadership Team. These results are used by Class Teachers writing end of year reports and by the Deputy Headteacher (Academic) and Reasoning Lead to examine trends within year groups and across the whole school. Trends are used to inform a review of planning and interventions, as well as an annual review of Reasoning resources.

Reference should be made to the *Assessment Policy*.

## **Roles and Responsibilities**

The Deputy Headteacher (Academic) has the overall responsibility for the leadership of the curriculum and the monitoring of its provision.

The Deputy Headteacher (Academic), in consultation with the Headmaster and the Senior Leadership Leadership Team, is responsible for:

- determining the ways in which the curriculum should be taught in school
- managing the school's Subject Leads
- monitoring the quality and deliver of the curriculum across the School
- deciding the provision and allocation of resources
- deciding ways in which developments can be assessed and records maintained
- ensuring that the curriculum matches and achieves the aims and objectives of the school
- ensuring all curricular policies are fully implemented and reflect practice at Altrincham Preparatory School
- ensures that high standards are maintained
- providing and organising training to keep staff skills and knowledge up to date
- raising standards within each phase

The SLT have the responsibility for:

- developing and updating the curriculum
- ensuring, with the Deputy Headteacher (Academic), that the curriculum has progression and appropriate coverage and is consistently monitored
- Carrying out lesson observations
- ensuring that the policy is implemented
- advising the Deputy Headteacher (Academic) of InSET needs within their phase
- monitoring the delivery of the curriculum through work and planning scrutiny.

The Subject Leads are responsible for:

- providing direction for their subject
- supporting and advising colleagues on issues related to their subject
- monitoring books and progress
- auditing resources

Class and Specialist Teachers are responsible for:

- implementing the Curriculum Policy, subject policies and all relevant policies into their planning, teaching, assessments, reporting and every day practice

Teaching Assistants are responsible for:

- Supporting the Class Teacher's delivery of the curriculum

### **Health and Safety**

It is our school policy to ensure that any educational visits are planned in line with our Risk Assessment Policy and all related health and safety policies. Risk Assessments are completed using our Schools' pro-forma and handed to the Educational Visits Co-ordinator and the Headmaster for their comment and approval. The School Office must also be informed so that the administrative staff can process arrangements. Staff should also refer to our Educational Trips Policy.

## **Appendix 1**

### **Early Years Foundation Stage**

The Early Years Foundation Stage is a distinct phase of care and education in its own right. The EYFS curriculum is the fundamental basis for all their future learning and helps to develop the boys' values, confidence and relationships with others. The learning and development requirements comprise of three elements:

- The early learning goals [which are the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach 5]
- The educational programme [which are the skills and processes required to be taught to young children]
- The assessment arrangements [to assess the boys' achievements]

There are three Prime areas and four Specific areas covered by the early learning goals and educational programmes, as follows:

#### **Three Prime Areas -**

**Personal, Social and Emotional Development** is crucial and underpins all learning in the Foundation Stage. It therefore forms the basis for most of the boy's learning in the early stages of their school life.

**Communication and Language** is delivered in line with EYFS curriculum for English and involves the development of early speaking, listening and understanding.

**Physical development** involves the building of fine and gross motor skills needed for physical activities as well as crucial hand - eye coordination required for developing writing.

#### **Four Specific Areas -**

**Literacy** – is delivered in line with EYFS curriculum for English and involves the teaching of reading and writing skills.

**Mathematics** – number is also delivered in line with the EYFS curriculum for Mathematics.

**Understanding the World** enables boys to begin their learning about the wider world around them; developing the skills of enquiry and investigation

**Expressive Art & Design** explores art, music and imagination.

All areas are of vital importance and are linked to each other. At Altrincham Preparatory School they are mainly delivered through well planned purposeful play in the Pre-School and more directed, although appropriate activities, in Reception. Activities can be adult led and child initiated. In both the Pre-School and Reception, indoor and outdoor play is provided.

By the end of Reception, most of our boys have reached either the "Expected" level of development (and have achieved the Early Learning Goals) or the "Exceeded" level of development (meaning that they are consistently performing at a level beyond that expected for a Reception aged child). Some, often younger, children may still be at the "Emerging" level of development; in these cases, appropriate support is given throughout the year and as the boys move in to Year 1. Reference should be made to the *EYFS Policy*.

## **Appendix 2**

### **Subject Allocation**

The grids that follow provide an insight as to the School's specific subject allocation, across the different key stages. Aside from the allocations outlined within the grids, there are many other important opportunities for learning and developing personal and social skills that take place outside the formal classroom situation and cannot always be quantified. Such activities include:

- individual and group reading to adults
- additional 1-1 and group teaching
- individual music tuition
- the carrying out of classroom duties
- extra voluntary jobs (e.g. School Council)
- lunchtime and after-school clubs

We make every effort to maximise the amount of quality teaching time available to us but have also made a realistic estimation of time spent on other activities (many of which are also very worthwhile).

### **Enrichment**

Enrichment takes place for Year 1 to Year 6 each week, totalling 50 minutes. Boys move away from the 'traditional timetable' to experience a variety of different activities that will develop their curiosity, practical skills and allow opportunities for social interaction across year groups. Enrichment programmes run on five to six-week cycles, meaning that boys will experience six different Enrichment programmes each academic year. Amongst others, Enrichment activities include Stop Motion Animation, Yoga, Drama, Mindbenders and Philosophy4Children.

### **Forest School**

All children, from Reception to Year 4, will take part in Forest School for one half term. Each Forest School session will last fifty minutes. For this half term, Geography will not take place; rather two periods each week will be allocated to Topic. Topic aims to develop geographical and historical-based enquiry skills, through pupil-led discussion and inquiry. The class teacher will choose the topic based on the interests of the boys.

Boys in Years 5 and 6 have opportunity to take part in Forest School sessions as part of a Summer after-school club.

The number of teaching periods allocated to each subject are given on the grids found on the following pages.

The grids refer to **structured, supervised education** time when the boys are actively taught in class by their teacher or specialist teacher.

Notes:

- Each teaching period is 25 minutes.
- There is some degree of flexibility e.g. cross-curricular work, timetable constraints due to trips and visitors.

## Curriculum at Pre-Prep (Years 1 and 2)

Key Stage 1	Year 1	Year 2
English	10 + 1 Library (11)	10 + 1 Library (11) Autumn Term 9 + 1 Library (10) Spring and Summer Terms
Phonics	5	5
Mathematics	10	10
Reasoning		1 Spring and Summer Terms
Science	2	2
Computing	2	2
History	2	2
Geography	2	2
RS	2	2
PSHE	0.5	0.5
Music	2	2
Spanish	2	2
Art & DT	2	2
P.E.	3	3
Games	2	2
Enrichment	2	2

At KS1, boys are actually in school for 32 hours and 55 minutes per week. Not all of this time can be counted as 'teaching time'. It includes daily

- play times which consist of two breaks - one in the morning and one in the afternoon totalling 40 minutes.
- lunch times and lunch time play which last for 1hr 5 minutes
- assembly time and hymn practice totalling approximately 75 minutes

## Curriculum – Prep School

Subject	Year Group			
	3	4	5	6
English	12	12	12	12
Reading	3	3	3	3
Library	1	1	1	1
Mathematics	12	12	12	12
Science	3	3	3	3
Geography	2	2	2	2
History	2	2	2	2
Reasoning	3	3	3	3
Spanish/French	2	2	2	2
Art & DT	2	2	2	2
Computing	2	2	2	2
Music	2	2	2	2
PE	1	1	1	1
Games	3	3	3	3
PSHE	2	2	2	2
RS	2	2	2	2
Drama	1	1	1	1
Enrichment	2	2	2	2

At KS2, boys are actually in school for 34 hours and 10 minutes per week. Not all of this time can be counted as 'teaching time'. It includes daily

- playtime – 25 minutes every morning
- lunch times and lunch time play which last for 1hr 5 minutes
- assembly time and hymn practice totalling approximately 75 minutes