



Pocklington Prep School

Curriculum Policy

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Curriculum Policy

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Aims (General)

Pocklington Prep School aims to offer to all pupils and staff every opportunity to fulfil their potential whilst learning to live and work with others in harmony and with empathy.

In an environment which gives due regard to the safety and health of all those who work in or visit the school, Pocklington Prep seeks to promote equally:

- Equality of opportunity
- Respect towards the opinions and beliefs of others
- Enjoyment of and engagement in learning
- The pursuit of excellence
- Openness to spiritual values
- Appreciation of aesthetic values
- Growth of a strong sense of personal responsibility
- Independent and active learning
- Active consideration for the needs of others
- Concern for man-made and natural environments
- A positive partnership with parents of pupils

All children, regardless of their level of ability or their Additional Educational Needs, are entitled to access our curriculum equally and we actively promote and encourage this equality. Please refer to our SEN information report for further details.

Aims (Specific)

This policy ensures that the regulatory requirements of the school's curriculum are met, specifically:

[a] The School will provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Provision:

The School provides a broad academic programme from the EYFS through to Year 6. Full details can be found in the section on Procedure in this document which gives details about:

- Subjects taught throughout the school
- Structure of curriculum
- Specific details about Pre-Prep and EYFS curriculum

[b] The School will ensure that subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, is provided, which does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



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Curriculum content:

- Subject co-ordinators (in liaison with the Assistant Head: Academic) will ensure that programmes of study are appropriate to the ages, aptitudes and needs of pupils, are progressive in terms of skills and development and do not undermine the fundamental British values outlined above. Further details can be found in the Prep School's *Teaching and Learning Policy* and in separate subject policies.

Setting:

- Setting is used in Years 5 and 6 for Maths to ensure that the pace and delivery of the curriculum is appropriate.

Assessment and Reporting

Assessment is a continuous process and should enable pupils to understand what they have done well and how they can move their learning forward in the future. Reporting, either informally to students or formally to parents, should be both summative in terms of what has been achieved and formative in terms of what should be done to improve. The style and manner of feedback will of course depend on the age and ability of the child. Further details can be found in the *Assessment Policy* and in the *Feedback Policy*.

Learning Support:

The school accepts pupils with specific and moderate learning needs dependent on each individual case. We consider whether this school will be the right learning environment for the child and whether we have the resources to help them to make progress. We have a specialist Learning Support department for this purpose. The procedures for identifying pupils with special needs and methods of supporting and evaluating them are contained in the *Learning Support Policy*.

Able, Gifted and Talented:

Pupils recognised as 'able, gifted or talented' are identified, usually from Year 3 upwards, using a range of data indicators in addition to staff recommendations and identification. Teachers provide a range of activities both within and outside of lessons to cater for all pupils' needs, including more able pupils. Most provision is aimed at all students, not just those identified as able, gifted or talented. We also consider those pupils who have the potential to be 'able, gifted or talented' but may not be performing to their best ability. Procedures for identifying "Able, Gifted & Talented" pupils and provision for them are outlined in the Foundation-wide *Able, Gifted & Talented Policy*.

[c] The School will ensure that pupils acquire skills in speaking and listening, literacy, numeracy and computing.

English and Mathematics:

The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas and teachers should ensure that development of these skills are regularly promoted in lessons and through their marking and feedback. Further information can be found in the school's *Teaching and Learning Policy*. In all subjects the principal language of instruction is



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English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy*.

Computing:

Subjects should use and support the development of computing skills in their lessons, alongside the normal teaching of Computing in stand-alone lessons. Further details can be found in the *Teaching and Learning Policy* and in the School's *Computing Policy*.

[d] The School will provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regards to the protected characteristics set out in the 2010 Act:

Teachers take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' PSHE awareness. Some themes are interweaved through the Curiosity Project where appropriate. Other issues and points for discussion often arise within year groups or form groups and are encountered and dealt with as and when they arise. Discrete PSHE sessions within the Prep School are taught as two thirty-minute sessions on a weekly basis throughout the year by the form teacher. A separate *PSHE policy* can be accessed for further information.

[e] The School will organise a programme of activities which are age-appropriate for pupils:

Alongside the academic programme, the co-curricular programme provides a wide variety of activities and clubs for pupils which are appropriate to pupils' educational needs in relation to personal, social, emotional and physical development, communication and language skills. Full details can be found in the *Activities Timetable*.

[f] The School will ensure that pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum:

English as an Additional Language:

In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy*.

Disability:

Special measures will be taken by the Head and Bursar to ensure that any pupil with a disability has access to all parts of the curriculum.

Learning Support:

Please see earlier statement.

Able, Gifted and Talented:

Please see earlier statement.

[g] The School will ensure that pupils have effective preparation for the opportunities, responsibilities and experiences of adult life in British society through a range of initiatives and activities including:



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Equality and Diversity

The school analyses equality and diversity in terms of curricular and extra-curricular success indicators. The *Equality and Diversity Policy* provides details about the school's objectives and methods.

Classroom Teaching:

Teachers should promote collaborative working and self-reflection through their normal classroom teaching to promote life skills. Positive behaviour and respect should be actively promoted at all times. Teachers should also take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' Spiritual, Moral, Social and Cultural awareness [SMSC].

Spiritual education:

Religious education is compulsory throughout the school, and religious teaching is a part of school assemblies on a regular basis and when appropriate. Assemblies should also promote wider social, moral and cultural development.

Activities:

Many of the timetabled lunch and after school activities - Debate Club, Reading Buddies, Sewing Club, Charity Representation and the School Council - promote responsibility and active citizenship. Games and PE also contribute to physical well-being and provide opportunities for responsibility.

House System:

The House system fosters responsibility and wider citizenship and is used to promote SMSC. Pupils are split into four houses across the school and develop skills including teamwork, independent thinking and organisation.

Responsibilities:

Responsibility for the overall Curriculum Policy lies with the Assistant Head: Academic. Specific policies and their implementation lie with the relevant head of department/manager as below:

Assistant Head: Academic:	Curriculum Policy Able, Gifted and Talented Policy Teaching and Learning Policy Assessment Policy Feedback Policy
Overseas Student Co-ordinator	EAL Policy
Head of Learning Support	Learning Support Policy
Head of PSHE	PSHE Policy
Assistant Head: Co Curricular	Activities Map



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The Assistant Head (Academic) is:

Line managed by the Head and will meet with her on a regular basis to discuss curriculum development and the teaching and learning policy.

Oversight of the Curriculum Policy is undertaken by the Governors' Education Committee and will be undertaken by the Assistant Head (Academic) in each academic year.

Procedure: The Prep Curriculum

All Prep children study the core subjects of **English, Maths and Science** alongside **History, Geography, Religious Studies, Computing, Design and Technology (D.T.), Drama, Art, Music, PE, Personal Social & Health Education (PSHE), Swimming and Games.**

A variety of subjects are taught through the 'Curiosity Project' curriculum, where appropriate. This is a whole-school, integrated approach with the aim of enabling children to expand their critical thinking skills through structured and creative enquiry. Children are encouraged to take knowledge to a deeper level, gaining a depth of understanding which is simply unachievable through a 'topic based' approach. We want our pupils to grasp that the purpose of learning is to expand their understanding and appreciation of the world. We have aimed to give teachers the autonomy to be creative, seek new avenues of exploration and take risks by giving the children more control over the direction their learning takes.

Each class tackles a 'Curiosity Question' over a term or half term, depending on length. The 'curious questions' are devised by staff and the children have input into the direction their learning takes. The class approach their questions through different 'lenses'. One week, they may examine their Curious Question as a marine biologist, another week they may be visual artists, or historians. The questions are designed to be broad and thought provoking, but also linked to the existing interests of a class or able to build on their lived experiences as well as prior learning.

Modern Languages work begins in Reception with French, initially learning to recognise a foreign language and respond to and understand some basic commands. Songs, games and rhymes feature heavily in the younger years. MFL teaching continues throughout the school with one lesson a week building on knowledge and understanding. The primary emphasis is always on speaking and listening, with reading and writing introduced to Prep pupils. Pupils will experience some reading and writing activities in Years 3 to 6. They are also introduced to Spanish in year 3. In total, pupils in Pre Prep receive a minimum of half an hour per week of French and Prep pupils receive an hour per week of either French or Spanish.

Pupils learn **Computing** skills, including programming, mouse control, touch-typing skills, from Reception upwards. They are also encouraged to use Computing across the curriculum. The school has wide range of devices available to promote and develop computing skills across the curriculum, including iPads, laptops, desktop PCs and Chromebooks.

Sports on offer include: tennis, gymnastics, dance, rounders, netball, athletics, swimming, cricket, football, rugby, hockey and trampolining. During their time at Pocklington Prep, we aim to have



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as many pupils as possible representing the school in team sports and other school activities. We take part in competitive fixtures in almost all the sports we offer.

PE and swimming take place weekly. In Pre-Prep, some sport activities alternate weekly so as to maximise the time available for participation (i.e. if pupils have yet to develop an ability to change kit quickly between activities). PE includes gymnastics, dance and movement. All children swim, as part of the weekly timetable, in the school's swimming pool.

The pupils will be provided with the opportunity to attend at least three excursions annually either with their class, year group or occasionally the whole school. Any excursion will be well-planned with thorough analysis of the risks involved be it for a trip to the local church or a residential trip. Residential visits take place in Year 4 to 6.

Curriculum & Structure

1. Structure

- a) Pupils are based in form groups that are both teaching and pastoral classes. The form teacher takes primary responsibility for the pastoral and academic welfare of his/her pupils.
- b) All pupils are allocated to one of four Houses: Byland, Fountains, Jervaulx or Rievaulx. Houses competitions are organised for art, music, creative-writing, poetry and a variety of sports.
- c) Pupils are taught in form groups for all lessons other than in Years 5 and 6 when Maths is taught in ability groups. There is fluidity between groups during the year based on teacher assessment.
- d) Discreet grouping is used in other years, where suitable, to differentiate ability within the form.

2. Curriculum

- a) The number of lessons per week: 25, plus 5 twenty-minute independent reading sessions.
- b) Emphasis is placed on the core subjects of Maths, English and Science.
- c) The Curiosity Project ensures in-depth coverage of every curricular subject with the exception of specialist subjects.
- d) Specialist teachers teach art, music, sport and modern foreign languages. These subjects are not automatically part of the Curiosity Project, although many opportunities to collaborate do arise.



The Pre-Prep Curriculum

Pupils are based in form groups with a Form Teacher for the majority of their learning. They will receive specialist instruction in some subjects: art, music and modern foreign languages.

Pupils in Year 1 and 2 take part in the Curiosity Project curriculum, in which they study a topic for half a term, completing activities related to the following areas of learning:

- **Understanding English, Communication and Languages**
- **Mathematical Understanding**
- **Scientific and Technological Understanding**
- **Historical, Geographical and Social Understanding**
- **Understanding Physical Development, Health and Well-being**
- **Understanding of the Arts**

The timetable is structured to enhance the Curiosity Project Curriculum and, where possible, sessions are not sub-divided into areas of learning.

Developing an understanding of what makes a 'good learner' is at the centre of every activity we do, in and out of the classroom. These are reinforced in our 'Golden Rules' (*refer to Behaviour Policy*).

We value the importance of developing Literacy and Mathematical skills; therefore pupils receive daily structured instruction in phonics, reading, handwriting, grammar and Mathematics outside of the Curiosity Project

Pupils also receive instruction in Religious Education which is actively incorporated into assemblies and the curriculum.

Continuous provision is in place in the Pre-Prep to promote active, exploratory and independent learning.

Pre-Prep pupils have one PE lesson per week, one swimming lesson and one longer Forest School session.

French, Music and Art are taught for one lesson per week by a specialist teacher.

The Pre-Prep pupils use digital technologies and have access to the school library.

Outdoor learning is promoted as part of the Pre-Prep curriculum through Forest School and Mind, Body and Soil (MBS).

Pre-Prep children take part in weekly Forest School and Mind, Body and Soil sessions during which they work in pairs and small groups within the school grounds, led by a member of teaching staff.



The Curriculum in the EYFS (Reception)

Structured play within a happy and secure environment is a powerful vehicle for development of learning and is pivotal to supporting the challenge of the EYFS curriculum. The Reception curriculum is organised into seven areas of learning:

- **Communication and Language (Prime)**
- **Personal, Social and Emotional Development (Prime)**
- **Physical Development (Prime)**
- **Literacy (Specific)**
- **Mathematics (Specific)**
- **Understanding the World (Specific)**
- **Expressive Arts and Design (Specific)**

Activities are organised into two groups:

Adult-directed activities (AD) – these activities are initiated and led by an adult. The pupil is given support and guidance throughout.

Child-initiated activities (CI) – these activities are initiated by the pupil and the adult avoids intervention (where appropriate) and acts as an observer.

Equal Opportunities relating to EYFS Children

This policy is to be read in conjunction with Pocklington Prep School's Equality and Diversity Policy as it forms part of the school's portfolio of equal opportunities policies.

Revisions

Reviewed IDW July 2009, JD Nov 2009, JD Sept 2010, JD Sept 2011, JD Sept 2012, PA Sept 2012, VP May 2013, IDW Nov 2013, VP Jan 2014, A Ward August 2014 (Name change Lyndhurst to Pocklington), VP Nov 2014, VP Feb 2015, SC Jan 2015, VP March 2015, CS Dec 2015, CS Dec 2016, CS March 2017, CS March 2018, CS Feb 2019, CS Feb 2020, CS May 2021, J Cliff Dec 2023