



## CURRICULUM POLICY

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Newbridge Preparatory School provides sessional education for children in our pre-school (TOTS and Nursery) and full-time supervised education for children of compulsory school age (Reception – Year 6).

### MISSION STATEMENT

Our Mission Statement is:

AIMING HIGH    BUILDING BRIDGES    PREPARING FOR LIFE

### AIMS

The school's aims are:

- To give children strong foundations for learning in their early years
- To ensure that every child reaches his or her own full academic potential, through good teaching in small classes
- To introduce children to the worlds of music, sport, dance, the arts and leisure activities
- To produce confident happy children with a sense of self discipline
- To encourage sensitivity to the needs of others within a small, family atmosphere with time to care for one another

### ETHOS

The school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Based on the concept of Core Values, we promote:

In the Children:	In Each Other:	In the Organisation
Confidence Pride in achievement Self-belief/Worth	Respect Support Honesty	Size Character of the building Facilities

Individuality Self-discipline Good manners Respect and valuing others and their property Care for others Initiative Enthusiasm Independence	Openness Loyalty Professionalism Consideration Opinions, skills, roles and talents of all	Environment and garden Realistic expectations
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### **CURRICULUM AIMS**

The aims of our school curriculum are:

- To provide a programme of activities which is appropriate to the educational needs of our children in the EYFS in relation to personal, social, emotional and physical development and communication and language skills
- To provide educational experiences from Year 1 onwards which are appropriate for the ages and aptitudes of our children, including those children with a statement in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- To ensure that our children acquire speaking, listening, literacy and numeracy skills
- To have a clear vision of the education and experience of our children based on core and shared values, good conduct, respect for others and responsibility and to ensure that these are accepted as values for life
- To strive to embed a love of learning through providing wide experiences along with fun and positive involvement
- To be committed to a high quality, all-round educational achievement for every pupil, ensuring that all children have the opportunity to learn and make progress
- To identify, respect and nurture a pupil's individuality, developing every strength within a consistent, secure and happy school environment
- To support children for whom English is an additional language
- To ensure, where a pupil has a statement, our education fulfils its requirements.
- To engage, motivate, challenge and sustain the interest of every pupil whatever their ability to build confidence and self-esteem
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To enable children to be positive citizens
- To ensure that the spiritual development, moral, social and cultural values are recognised, addressed and developed
- 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 have respect for themselves and to live and work co-operatively with others

Our Curriculum also aims meets the following regulatory requirements under section 2:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;
- (d) personal, social, health and economic education which–
  - (i) reflects the school’s aim and ethos; and
  - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- (f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- (h) that all pupils have the opportunity to learn and make progress; and
- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

## **CURRICULUM STATEMENT**

Newbridge Preparatory School provides a wide-ranging and balanced curriculum where all children are educated in all aspects of learning – linguistic, mathematical, scientific, technological, human, social and physical and aesthetic. It includes not only the formal requirements of the schemes of work, where children acquire skills in speaking and listening, literacy and numeracy, but also the extra-curricular activities that the school provides in order to enrich the children’s experience. The curriculum is tailored to suit the aptitudes of all children, including those with learning difficulties or particular talents and abilities. Children are taught personal, social and health education within lessons, and receive first-hand exceptional pastoral care through their class / form teachers.

### **Linguistic**

This area is concerned with developing a child’s English communication skills and increasing their command of language through listening, speaking, reading and writing. French is also taught from Reception upwards.

### **Mathematical**

This area helps children to make calculations, to understand and appreciate relationships and patterns in numbers and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

### **Scientific**

This area is concerned with increasing children’s knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

### **Technological**

Technological skills includes the use of Information, Communication and Technology (ICT) and Computing; and Design & Technology developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

### **Human and social**

This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make strong contribution in this area.

### **Physical**

This area aims to develop the children's physical control and co-ordination as well as their tactical skills. It also encourages imaginative responses and helps them to evaluate and improve their performance. Children acquire knowledge and understanding of the basic principles of fitness and health.

### **Aesthetic and creative**

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical responses.

### **Fundamental British Values**

#### **Written Policies, plans and Schemes of Work**

All written policy, plans and schemes of work do 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

Embed with the curriculum is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

To read in more detail how this is achieved please see: **PHSEE POLICY AND SMSC POLICY.**

### **ORGANISATION AND PLANNING**

We plan our curriculum in three phases. We have agreed a long-term plan for each key stage (EYFS, Lower School and Upper School). This indicates what topics are to be taught in each term, the themes within these and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. These are written for Science, Geography, History, Art/Design, French, RE, PE, Music, PSHEe, Drama, ICT and Dance.

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

We teach the foundation subjects separately. This means that, for example, a child may concentrate on History and Geography as separate subjects. Thus, from Key Stage One, each child has the opportunity to experience the full range of National Curriculum subjects.

### **THE CURRICULUM, INCLUSION AND DIFFERENTIATION**

The curriculum in our school is designed to be accessed by all children who attend the school.

If children have learning difficulties, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice 0 – 25 years (June 2014). If a child displays signs of having a specific need, then his/her teacher liaises closely with the Learning Enhancement teacher (Mrs Wass 2015 / Mrs Wilson 2016). In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need are beyond this, we consider the child for an assessment and involve the appropriate external agencies in making such an assessment. We can provide additional resources and support for children with learning difficulties as long as it is reasonable and practicable. In order to meet an individual child's needs it may be necessary to modify or make reasonable adjustments to the curriculum. We would do this only after parents had been consulted.

The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

The school also provides an Enhanced Support Plans (ESPs) for each of the children who are on 'Phase Two' of our graduated response. This outlines the nature of the need and the support which will be provided. Staff will review ESPs in order to monitor the progress of each child at regular intervals.

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that children with learning difficulties and/or disabilities are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with learning difficulties and/or disabilities. The school has an Accessibility Plan (under review 2015/2016).

More able and talented children (Gifted and Talented) at the school are appropriately challenged and the curriculum adjusted accordingly. We use a variety of methods to help identify these children such as teacher assessments, diagnostic assessments and examination results. Our curriculum aims to provide 'Challenge for all' through differentiated classroom provision. A new Gifted, Talented and Able Policy was developed in Autumn Term 2015.

The extra-curricular programme and enriched curriculum, in conjunction with the visits/workshops/scholarships, go hand-in hand with the differentiation provided in the classroom to meet the needs of our Gifted and Talented children.

## **HEALTH AND SAFETY**

This statement applies to science, design and technology, information and communication technology, art and design, and physical education.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, children are taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others

## **CURRICULUM AND SUBJECTS OFFERED**

### **TOTS**

At this very early stage in your child's educational journey, we focus strongly on the three prime areas from the EYFS framework:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

These three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for Nursery. Some also develop greater skills:

- Literacy; including early reading skills
- Mathematics; including early number skills
- Understanding the World
- Expressive Art and Design

### **NURSERY**

All areas of learning and development are important and inter-connected. The three prime areas focussed on in TOTS, are particularly crucial in igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

In Nursery, the balance shifts towards a more equal focus on all areas of learning including:

- Literacy; including early reading skills
- Mathematics; including early number skills
- Understanding the World
- Expressive Art and Design
- Physical Development
- Personal, Social and Emotional Development
- Communication and Language

### **RECEPTION**

In Reception, children work towards the Early Learning Goals in the following areas:

- Communication and Language

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Personal, Social and Emotional Development
- Physical Development

French, PE and dance are taught by specialist teachers who are able to provide a high level of expertise. From Reception, the boys and girls have one dedicated Information and Communication Technology lesson per week in the ICT suite.

### LOWER SCHOOL / KEY STAGE 1 (Age 5 – 7)

We encourage independence within a supportive and safe environment. Our staff are well qualified and experienced. Our curriculum follows the guidelines of the National Curriculum 2014, yet remains flexible to allow us to embrace the unexpected.

The timetable has an eight period day of 30 minutes per lesson; plus 3 assemblies a week, one hymn practice and one 30 minutes spelling test lesson.

The curriculum includes:

Subject		Year 1	Year 2
Art and Design Technology		2 lessons	2 lessons
Dance		1 lesson	1 lesson
English	Text Work	8 lessons	8 lessons
	Guided Reading	1 lesson	1 lesson
	Grammar	2 lessons	2 lessons
	Spelling	1 lessons	1 lessons
	Handwriting	1 lesson	1 lesson
	Library	1 lesson	1 lesson
French		1 lesson	1 lesson
Geography		2 lesson	2 lessons
History		2 lesson	2 lessons
Computing		2 lessons	2 lessons
Mathematics		9 lessons	9 lessons
Music		1 lesson	1 lesson
PE / Games		3 lessons	3 lessons
PSHEe		1 lesson	1 lesson
Religious Education		1 lesson	1 lesson
Science		3 lessons	3 lessons
Story Time		2 lessons	2 lesson

Each child is taught by his or her class teacher with specialist teachers providing lessons in Physical Education, French, Dance and Music.



## UPPER SCHOOL / KEY STAGE 2 (Age 7-11)

As a 'girls only' environment, we have the flexibility to customise teaching strategies, programs, and experiences to match girls' interests, challenges and learning styles.

The challenging academic programme in Upper School is broadly based on National Curriculum 2014 guidelines, but is extended to meet the more rigorous requirements of the 11+ entrance examinations. Our girls benefit from a carefully balanced and well-rounded education, using subject specialist teachers throughout the curriculum.

The timetable has a nine period day of 30 minutes per lesson plus 3 assemblies a week, one hymn practice and one 30 minutes PSHEE lesson.

Subject		Year 3	Year 4	Year 5	Year 6
Art and Design Technology		2 lessons	2 lessons	2 lessons	2 lessons
Dance		1 lesson	1 lesson	1 lesson	1 lesson
Drama		1 lesson	1 lesson	1 lesson	1 lesson
English	Text Work	4 lessons	4 lessons	4 lessons	4 lessons
	Grammar	2 lessons	2 lessons	2 lessons	2 lessons
	Spelling / Phonics	2 lessons	2 lessons	2 lessons	2 lessons
	Guided Reading	1 lesson	1 lesson	1 lesson	2 lesson
	Handwriting	1 lesson	1 lesson	1 lesson	x
Library		1 lesson	1 lesson	1 lesson	1 lesson
French		1 lesson	1 lesson	1 lesson	2 lessons
Geography		2 lessons	2 lessons	2 lessons	2 lessons
History		2 lessons	2 lessons	2 lessons	2 lessons
Computing		2 lessons	2 lessons	2 lessons	2 lessons
Mathematics		10 lessons	10 lessons	10 lessons	10 lessons
Music		2 lessons	2 lessons	2 lessons	2 lessons
PE / Games		4 lessons	4 lessons	4 lessons	4 lessons
PSHEe		1 lesson	1 lesson	1 lesson	1 lesson
Religious Education		1 lesson	1 lesson	1 lesson	1 lessons
Science		4 lessons	4 lessons	4 lessons	4 lessons
Verbal Reasoning		1 lesson	1 lesson	1 lesson	1 lessons
Non-Verbal Reasoning		1 lesson	1 lesson	1 lesson	1 lessons

## ENRICHED CURRICULUM

Although we are an academic school with high aspirations for our girls, we believe in developing the whole child. Our goal is to provide strong academic foundations balanced by a range of creative, sporting and social pursuits, within and beyond the curriculum. We pride ourselves in helping all our girls to realise their academic potential, preparing and equipping them for a wide variety of senior schools.

## MUSIC

All our girls and boys participate in musical activities during their time at school, with specialist music lessons from Year 1 upwards taken by our Director of Music. Recorder

lessons form part of the curriculum from Year 2 upwards with children learning musical notation. Our Upper School girls have the option of taking Individual music lessons on the flute, 'cello or violin. Girls successfully pass examinations with The Associated Board of the Royal School of Music and London College of Music Examinations.

It is hard to capture the full extent of the school's musical life with girls in Upper School involved in choirs, recorder groups and instrumental ensemble. All musicians are encouraged to perform in school concerts, House Music competitions and to make music in venues such as the Grand Theatre Wolverhampton and LG Arena in Birmingham.

### **CREATING & PERFORMING ARTS**

We recognise that the creative and performing arts provide a unique learning experience and an excellent opportunity for many children to excel.

In Lower School, class assemblies and plays provide an early opportunity to develop and improve self-confidence. We value the confidence and self-esteem that can flourish through learning to perform in an encouraging environment.

Our Upper School musical, performed at the Arena Theatre, is one of the highlights of the year. The opportunity to perform in a professional theatre delivers challenge, life skills, the ability to adapt to a new environment and a growth in self-esteem and self-confidence. During the half term preceding the musical, our curriculum and timetable are altered to create a 'Performing Arts' afternoon. These lessons are a part of our programmed curriculum time which adds enrichment and breadth to our already varied curriculum. The time is achieved by changing the focus of our Art and Physical Education lessons as follows:

- 2 Creative Art lessons will become Performing Arts (1 hour)
- 2 Games lessons will become Choreographed Dance / Movement (2 hours)

Modern dance, speech and drama are an integral part of our curriculum. In Upper School, the emphasis in drama is on learning performance skills through mime, improvisation and scripted performance. Many girls take external examinations set by the Trinity Guildhall and the National Association of Teachers of Dance.

From school plays and musicals to success in local drama festivals, we continue to celebrate successful performances.

### **PHYSICAL EDUCATION**

At Newbridge academic excellence is not our only measure of achievement. Physical education plays an important part in providing a healthy, rounded approach to education and life. Specialist teaching recognises individual strengths and encourages competitive success.

Activities include tennis, gymnastics, netball, rounders, athletics, swimming, hockey and cross-country. Our facilities include netball and tennis courts and a purpose-built hall.

Girls and boys in Year 2 swim throughout the Summer Term as part of their Physical Education lessons.

Newbridge girls continue to achieve outstanding results in sporting activities. Girls regularly play for county tennis squads and other competitive sports. The girls in Year 5 and Year 6 also have the opportunity to take part in fixtures with local schools.

### **EXTRA-CURRICULAR PROGRAMME**

Our extra-curricular programme at Newbridge Prep is designed to extend the children's experience of the world, to give them opportunities to work and play together and to give them skills and interests, some of which may last their whole lives.

Activities, run by peripatetic specialists, include a wide range of instrumental lessons, dance, French, football, gymnastics, speech and drama, Jo Jingles and tennis.

In September 2013, we opened 1<sup>st</sup> Newbridge Brownies. This is our very own Brownie Guide Unit which is open exclusively to Newbridge Preparatory School girls from the age of seven. Brownies learn new hobbies, play music, explore other cultures and get adventurous outdoors. Girls can also extend their knowledge and abilities by working towards Brownie interest badges covering many different hobbies and activities.

In January 2016, following parental feedback the Extra Curricular provision is to be extended further to include a programme from Clubs Complete including Lego Club, Cup Cake Decorating and Fencing.

### **BROADER HORIZONS**

To help provide a total educational experience we both welcome visitors into the school and take children out on organised educational visits.

Nursery, Reception and Year 2 visit Kingswood Nursery and Infant Centre. As a specialist environmental and early education centre, Kingswood offers a range of planned activities available on and around the site. These activities equip children with the skills to recognise risks, assess them sensibly and react positively.

Residential visits (planned in Year 3—Year 6) provide huge opportunities for the girls to gain new experiences and face a range of challenges that can significantly influence their personal development. A residential visit offers a unique variety of intensive activities which encourage children to engage with staff and friends at a greater level and build relationships. They also raise interpersonal skills, including leadership, team work, trust and respect; often raising self-confidence, self-esteem and resilience.

All Educational visits and visitors to school support the acquisition of knowledge and development of skills; offering intensive learning experiences which provide a focus for learning both before and after the visit itself. While it is possible to learn concepts in classroom, there is no substitute for real experience of the wider world.

The programme is as follows and builds year on year on the girls' previous residential experiences:

- The Year Three and Year Four girls attend an 'Adventure' Residential at either the Old Vicarage or Culmington Manor in October or November – alternate years.

This Policy applies to the whole school including the EYFS

- The Year Five girls attend a 'Cultural' Residential in London. This includes a theatre visit to watch a musical and a visit to Harry Potter World.
- The Year Six girls attend the 'Ultimate' Adventure Residential in Min-y-Don, Wales. This follows the SATS week and is a celebration of their time at Newbridge.
- There is also an optional 'Cultural' residential visit to France for the girls in Year Five and Year Six. This visit takes place in a school holiday and runs every other year if there is sufficient demand.

We also encourage an awareness of life beyond school by supporting local and national charities. Children often organise their own fundraising events or provide practical help for various charitable organisations.

SAF in conjunction with SLT

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SAF

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