



Wellington
SCHOOL

CURRICULUM POLICY

This policy refers to Wellington Prep School

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| Headmaster | Adam Gibson |
| Author | Adam Gibson |
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| Amendments | |
| Website | Yes |

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1. Introduction

The Curriculum Statement for Wellington Prep School reflects our vision and values, which are summed up by our motto “Learning for Life”.

Our curriculum content is based on guidance provided by IAPS (Independent Association of Preparatory Schools), the National Curriculum regulatory requirements and professional judgement. It is delivered with careful consideration of [Keeping Children Safe in Education \(September 2016\)](#), [Working Together to Safeguard Children \(March 2015, minor update February 2017\)](#), the [Statutory Framework for the Early Years Foundation Stage \(April 2017\)](#) and other relevant DfE legislation, as well as with due regard for proposed revision of [Keeping Children Safe in Education \(September 2018\)](#)

Our curriculum delivery is based on the needs of our children. We offer a broad and balanced range of academic, artistic, creative and physical learning for all children. While the National Curriculum has been fully considered in each subject, we have chosen to pursue a variety of curricula in order to support, extend and enrich our children’s education, and to prepare them for successful and smooth transition to the Senior School and beyond.

The teaching and learning of all Wellington Prep School pupils, including those in the Early Years Foundation Stage (EYFS), will be of the highest quality and this will be achieved by:

- employing and engaging staff of the highest calibre;
- appropriate accountability to all those involved in our School;
- rigorous monitoring and evaluation systems;
- fostering a school spirit and ethos which encourage all in school to aspire to the highest of ideals.

2. Aims and objectives

All children, irrespective of their ability or age, have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Each child’s progress throughout this provision is monitored and shared with parents (see WPS Assessment Information on the Parent Portal for further details).

Our curriculum aims are:

- to provide our children with an extensive and challenging range of activities in a stimulating and well organised learning environment;

- to cater for the needs of individual children of both sexes from all ethnic and social groups;
- to cater for the needs of individual children including the most able, those who are experiencing learning difficulties and pupils with Statements of Educational Need;
- to ensure that there is a match between the child and the tasks he / she is asked to perform;
- to enable our children to be confident and independent communicators;
- to create and maintain an exciting and stimulating environment;
- to ensure that each child's education has continuity and progression;
- to provide children with a broad and wide ranging programme of work;
- to help children acquire knowledge, skills and qualities which will enable them to develop intellectually, emotionally, socially, physically, morally and creatively;
- to teach subjects which will enable them to develop these skills, including: English, Mathematics, Science, Religious Education, Computing, French, History, Geography, Art, Design Technology, Physical Education and Wellbeing, Music, Drama and PSHEE, and the seven areas of development of EYFS and the characteristics of effective learning;
- to encourage children to become independent, responsible, confident and considerate members of the School;
- to ensure that the staff plan collectively and review their work regularly;
- to describe accurately what teachers wish the children to achieve throughout their activities (via long, medium and short term plans) based on children's prior attainment;
- to timetable subjects carefully to ensure appropriate time allocation for subjects and an appropriate curricular balance;
- to 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, and those of no faith;
- to recognise the role that parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- to prepare our children to lead productive and positive lives in British society and beyond.

The curriculum is planned to promote a variety of learning opportunities (active learning, experiential and reflective learning, teamwork, collaboration and co-operation, as well as children's responsibility for their own learning).

We are preparing our children for an exciting new world. Exponential technological advances will shape our children's careers and lives in ways we cannot yet imagine. However, we can be certain that all our children will have to face and solve problems in their futures. Our responsibility is to help equip them to be effective, confident and determined problem-solvers.

We believe that one of the most important building blocks in helping them to become good problem solvers is to develop their creativity in its widest sense. Creativity is the ability to think, perceive and develop ideas in new and challenging ways. Creativity is as important to the Sciences as to the Arts.

"We cannot solve our problems with the same thinking we used when we created them."
Albert Einstein

Our children should be involved in:

- questioning and challenging;

- making connections and hypothesising;
- seeing relationships;
- envisaging what might be;
- exploring ideas and taking considered risks;
- keeping options open;
- reflecting constructively on ideas, actions and outcomes;
- playing and exploring.

All teachers endeavour to nurture all children’s creativity and will use a variety of strategies, including:

- developing curiosity;
- appreciating uncertainty and the importance of making mistakes as part of the learning journey;
- providing time for children to reflect, fix, discuss, consider, think, etc.;
- managing the stress/pressure (the importance of discovering *versus* the need to find the “right” answer) felt by children when pursuing answers and ideas;
- encouraging and appreciating “Soft” thinking, making the most of insight and intuition (explaining one’s own rationale rather than “following the rule”);
- stretching boundaries;
- fostering collaborative learning;
- providing a supportive community/environment.

These skills are highly demanding and require superb professional judgement. However, they also require teachers who are prepared to take risks in planning and delivering lessons; something we value as a School.

3. Meeting individual needs

From time to time a child may need some additional support. Our Learning Success Department ensures that all children with learning difficulties and/or disabilities are able to maintain appropriate progress. We also work very closely with outside agencies when a multi-agency approach is required. Individual Education Plans (IEPs) and Pupil Passports are developed to structure and monitor this progress. Under the leadership of the School’s Head of Learning Success, the School ensures that parents are made aware of the children’s achievements, as well as focusing on areas and strategies for development.

We provide for able children by:

- offering entitlement to appropriate education through differentiated and challenging activities;
- working at higher cognitive levels with focus on enrichment as well as extension;
- offering opportunities to develop specific skills and/or talents;
- having a concern for the whole child (e.g. social and emotional as well as intellectual);
- providing a classroom environment that encourages and acknowledges success;
- developing effective thinking skills and metacognition;
- encouraging individuality.

One of the great benefits of a prep school education is the wide range of opportunities that our children can explore from an early age, giving every child the chance to find his or her niche.

4. The school day

Children learn best when they are happy and safe. Supervision of all children is maintained at all times, appropriate to the age of the child and the activity. Risk Assessments are completed and are monitored by the Headmaster of the Prep School (see Supervision Policy for further details).

The School is open five days a week from 8.00am until 6.00pm. The school day includes curriculum time and a wide range of activities to enrich and extend this provision.

Curriculum time for **Reception** and the **Infants** (Years 1 and 2):

8.45am to 3.30pm (5hr 45min/day, 28hr 45mins/week N.B. this does not include lunch)

Curriculum time for the **Middle and Prep Years** (Years 3, 4, 5 and 6):

8.35am to 3.45pm (6hr 5min/day, 30hr 25mins/week N.B. this does not include lunch)

*All our provision is designed to ensure that we fulfil our school motto of '**Learning for Life**'.
Learning does not stop at the end of the school day.*