



Leicester Preparatory School

*Curriculum
Policy*

Last Reviewed: Sept 2017

Next Review Due: Sept 2018

CURRICULUM POLICY

INTRODUCTION

Leicester Preparatory School believe that a full education goes well beyond the requirements of the National Curriculum (The Education Reform Act 1988) and we see the whole school day as part of the planned curriculum that informs the development of every young person at LPS. Teaching in the Early Years will be based around and beyond the Early Learning Goals.

This curriculum statement includes areas of knowledge and understanding that are also covered in other policies. This philosophy informs our school values and is an integral part of the whole life of the school. The academic, pastoral and extra-curricula life of the school is reflected in this policy.

PURPOSE - Pupil entitlement

Leicester Preparatory School recognises that pupils are entitled to a curriculum characterised by breadth, balance, coherence, relevance, differentiation, clear progression and success. The Senior Management Team attach the following meanings to these terms:

Breadth

A broad curriculum will bring pupils into contact with elements of learning (knowledge, concepts, skills and attitudes) as well as areas of learning experience (aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but contributes to overall progress and achievement.

Relevance

A relevant curriculum will take into account the previous learning of pupils and their readiness for new experience. It will seek to enable pupils to develop the skills and desire necessary to learn effectively and see it as part of a lifelong process.

Differentiation

Here teachers seek to ensure that each individual gains from the broad aims of education, whatever their ability while at the same time catering for the real differences between children within the same age and notional ability set. Differentiation at LPS means seeking to maximise the achievement of each pupil aware that aptitude, interest and learning styles all vary. This requires a need for a variety of teaching approaches and classroom organisation.

Success

Pupils will have ambitious goals pertinent to their own capabilities and aspirations. We seek to ensure that pupils achieve entry into their chosen senior school with confidence, and the knowledge and skills required for further success.

The curriculum experience of pupils at LPS will enable them:

- to have the academic qualification to continue their education with the appropriate knowledge, skills and understanding;
- to exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships. Ideally we wish each pupil to accept the centrality of the values of the school;
- to have a flexibility of attitude and a willingness to learn, sufficient to cope with future changes in society, technology and career patterns;
- to acquire the skills to contribute to the community;
- to understand and participate positively in cultural and aesthetic life;
- to have an appreciation of the spiritual dimension of human existence;
- to appreciate the need and choose to advocate the basic rights of others, particularly those who are not well placed to promote their own needs;
- to appreciate and value the plural, multi-cultural and multi-faith nature of our society;
- to understand the causes of inequality of opportunity and treatment afforded to many people on the grounds of colour, gender, class, ethnic group disability or creed. To appreciate the need to remove such discrimination;
- to have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.

PROCEDURE - Curriculum Development

The curriculum model will adapt and grow from year to year, its foundation being the National Curriculum or Early Learning Goals. The consultation process for planned curriculum change is through the Senior Management Team and staff meetings before being implemented.

PRACTICE

LPS places great emphasis on the importance of effective teaching in a good learning atmosphere. We see this as of equal significance in determining the pupils' progress and their preparation for successful life-long learning. To this end we seek to use a wide variety of approaches to both teaching and learning, deliberately building the learning skills of the individual. We value the formal and the informal opportunities and support those who wish to use non-classroom based resources to enhance the experience for the pupils.

Teaching and learning is a collaborative exercise and we seek to involve pupils in setting personal objectives, celebrating success and ensuring effective individual guidance.

The extra-curricular life of the school is an essential aspect of learning where delight in the learning process, initiative and individual interests are developed. The school promotes these activities to all children as appropriate.

Evaluation as part of the development process

The balance, coherence and breadth of the whole programme is considered by the Senior Management Team as the first stage of the review process. It is here that innovations and developments are proposed. There is overall monitoring of the curriculum being offered by the Headmaster and Head of Early Years together with any specialist subject teachers. This

is to ensure that the curriculum is offered in a fair and balanced manner and that all areas are covered appropriately.

Observations and feedback to individual teachers are carried out on a regular basis in order to enhance their delivery of the curriculum. We have INSET days as required and planning throughout the school is monitored by the Senior Management Team.

Linked Policies

Assessment, Recording and Reporting Policy

More Able Children Policy

Teaching and Learning Policy