



Leicester Preparatory School

Curriculum policy

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Vision and Values

Members of Leicester Preparatory School believe and strive to deliver the following 3 statements as a vision of the education we provide:

Inspiring Academic Ambition

Each child is driven to achieve their full potential, no matter their ability.

Unlocking Individual Pupil's Potential

Each child is instilled with a sense of creativity and curiosity to try, develop a passion and given support to succeed.

Sense of belonging

Each child is valued within our school community to develop their health, happiness and motivation.

To ensure our school is an environment where children and staff can thrive, we all adhere to the school values:

Learn and respect

School is for learning, respect within a community is paramount.

Prepare

Preparation for life and developing responsibility.

Safe

Through behaviour of staff and pupils, safety is continuously promoted, including safeguarding.

These vision and values underpin our Curriculum and form the very foundations of our school.

Rationale

Children at Leicester Preparatory School are engaged in a curriculum based on traditional excellence. Our children and families come to us because they have high aspirations for the future and trust us to prepare them for entrance to the senior school of their choosing.

It is through our aims that we develop each child's academic potential. However, we also aspire towards personal development so that our pupils are prepared for a world requiring them to be adaptable, critical thinkers.

We place high emphasis on the musical development of pupils at Leicester Preparatory School. Research tells us that learning to play an instrument and singing have many benefits. Learning to play an instrument stimulates the brain, improves memory function and abstract reasoning skills. It teaches discipline, commitment and stimulates the creative side of the brain. Therefore, at Leicester Preparatory School all children engage in music whether it be private tuition through our peripatetic teachers, whole school choir, orchestra or class music lessons with our Music Teachers. Opportunities to perform either as part of a school or community event are a regular feature of the school.

LPS pupils are engaged in the learning of languages as a key aspect of their development. All children learn French. Lower and Upper School are taught Mandarin.

To accentuate and deepen our provision of English Speaking and Listening all children from Year 1 onwards work towards gaining their London Academy of Music and Drama (LAMDA) awards.

We value the diversity of individuals within our school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability. Our curriculum is designed to reflect the diversity of our school and society.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with Prevent Duty (2015).

Aims/Intent

Leicester Preparatory School aims to...

- Encourage pupils to develop an enquiring mind; ask questions, search for answers, draw conclusions and discuss outcomes.

This is promoted through the use of a mastery approach, especially in mathematics, a focus on growth mindset (Carol Dweck) and developmental, higher order questioning as exemplified in Bloom's Taxonomy. We want our children to develop life-long learning attributes.

- Encourage pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.

We do this by developing the roles and responsibilities our pupils take on board in school, opportunities to perform, class assemblies, and the use of Class Dojo rewards. Celebration assemblies are an opportunity to celebrate and recognise achievements.

- Cultivate a desire within our pupils to protect and care for the environment and contribute positively to the local community of which they are members.
- Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate the joy and pleasure of taking part.

As in our school values, we promote a sense of belonging and as such children learn to appreciate their successes and celebrate the successes of others. They learn that everyone is different and we

all have strengths in different areas. Children have access to enriching experiences where they all have an opportunity to shine.

- Provide a wide variety of extra-curricular activities from which the children may select, benefit and broaden their skills.
- Provide a broad and balanced curriculum to the highest possible standard of education for all children within our care through focussing on positive strengths, encouraging independent and collaborative learning and the development of higher order skills that will enable them to lead full, caring and active lives.
- Build a partnership with parents so that they feel involved in their child's education, as well as being able to approach staff for help and advice.
- Keep all stakeholders and members of the school community informed through regular discussions, newsletters, information evenings and to gain their views and opinion through regular feedback.
- Develop our children's awareness of the diverse nature of society by explaining the richness of inclusion.

Implementation – How the Curriculum is delivered.

Our curriculum offer balances expectations as reflected in the National Curriculum 2014 and an all-encompassing range of experiences allowing our children to flourish. It also takes into account the aims of our children and families when looking towards the 11+ and private secondary school entrance exams.

We take into account the physical design of our school premises and ensure that to achieve breadth our children are regularly taken off-site to the swimming pool, cricket academy, squash courts and athletics fields. Our children experience the wonder of the natural world through regular visits to local nature parks in Leicester, such as Brock's Hill Country Park. Children in the Upper School enjoy Autumn, Winter and Summer walks, which are designed to foster an enjoyment and engagement in being outside, knowledge of and respect for the natural world and in order to provide them with experiences beyond those they might have access to in their home lives.

Thoughtful and in-depth consideration of the learning sequence and aims for the children takes place at the Medium Term Planning stage. This level of planning ensures the curriculum remains dynamic, responsive and adapts to the context of the school and children's needs. Teachers look to combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. Children will be clear not only about what they are learning, but also how and why they are learning it. This means that at LPS our pupils value the need for high expectations, develop transferable skills and can demonstrate a breadth of vocabulary.

Our Feedback and Marking Policy is visible in action during the learning so that progress within each lesson is clear and evident. Marking is not seen as separate to learning but is an integral and meaningful element so that children are engaged in their own learning. We want our children to be deeply connected to their learning and to have a clear understanding of their strengths and areas for development.

Impact – What does this mean for our children?

We place our pupils at the centre of our curriculum. Teachers consider with great care what meaningful experiences we craft for the children and how we can make the most of each element.

We strive to produce children who must and can, think for themselves, be resilient and face challenges with strategies to overcome and progress.

The Senior Leadership Team have developed a system of rigorous, triangulated monitoring throughout the year to gauge the impact of the curriculum. SLT monitor individual subjects on rotation, review learning, evaluate pupil voice and provide teacher feedback to move practice forward, celebrate positives and highlight areas for development.

Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing. Learning is measured through ongoing formative assessment. Small class sizes mean that staff develop strong relationships with pupils and have a very clear and informed vision of their progress. We use end of unit assessments to support ongoing teacher assessment. Assessment is also supported by the use of standardised testing. This enables us to evaluate our curriculum impact beyond our school environment but to measure our provision against national statistics.

Our pupils are self-directed in demonstrating their learning through self review approaches. Children have complete freedom to demonstrate their knowledge, skills and understanding in their preferred style. This approach also enables teachers to gain valuable insight into their pupils beyond that which is seen in day-to-day lessons.

2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum as per the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The school governing board

The school board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The school board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

4. Organisation and planning

The curriculum is organised and delivered in school in the following ways:

- Thematic and creative
- The curriculum covers the following:
 - Relationships and health education (primary schools)
 - Spiritual, moral, social and cultural development
 - British values
- Short, medium and long-term planning expectations

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Monitoring arrangements

This policy will be reviewed every year by the headteacher and senior leadership team. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality policy