

# CURRICULUM, PLANNING AND PREP POLICY

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## Objectives

The School's curriculum aims to deliver the best results for its pupils. In Reception, boys are taught in line with the EYFS areas of learning and development:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Boys in Years 1-3 are prepared for subject discrete examinations at the end of Year 3 and each year group follows the liberal arts curriculum, with a focus on the ancient (Reception & Y3), medieval (Year 1) and modern (Year 2) epochs.

In the Prep School, from 8+, boys are prepared for the pre-test and entrance exam requirements of senior schools, as well as the syllabus content set by ISEB at Common Entrance (13+). Teachers also take into account the new National Curriculum (from September 2014) where helpful and *Core Knowledge UK* published by Civitas.

## Liberal education

The School's curriculum aims to provide a liberal education. A liberal education is an education in freedom: freedom for the boy to turn his hand to anything; and freedom to 'think for oneself', seeing into the nature of things and judging them soundly, rather than receiving information and opinions unquestioningly. This means that the curriculum seeks to *train* the mind in disciplined thought, *nurture* the mind with an encounter with the best that has been thought and said, and, finally, *form* virtuous citizens who are drawn to whatever is true, beautiful and good.

## Skills

The curriculum also develops the aptitudes of boys in the following areas.

- Linguistic: all subjects and lessons promote communication skills through listening, speaking, reading and writing.
- Mathematical: all subjects (and especially Maths, Science and Geography) train boys to think logically in terms of number and space, being taught imaginatively and using ICT where beneficial.

- Scientific: Science is a core subject and boys are taught to know about and understand nature, materials and forces, as well as developing their skills of enquiry.
- ICT: ICT is used in all subjects where educationally beneficial to support the individual subject disciplines; boys understand how ICT and technology can be deployed for a wide variety of tasks.
- Environmental: boys learn about human beings and their environment both throughout history and in the modern world, particularly in History and Geography.
- Physical: games lessons provide a wide variety of physical activities and training, which gives boys a clear sense of fitness, bodily health and sporting skill, as well as the ethics of good sportsmanship.
- Creativity: the curriculum also provides formation and opportunities for making, composing and inventing, particularly in Art, Music and English, where rendering and composition are taught explicitly; art displays, concerts and poetry declamations celebrate the boys' achievements.

### **Cultural literacy and British values**

So that boys are able to access and appreciate the corpus of human knowledge and cultural achievement, the curriculum is ordered historically. Each discipline, while fulfilling its own criteria, also supplies knowledge and understanding of the historical era to which each year group is assigned. Reception, Years 3 and 6 are the ancient years; Years 1, 4 and 7 are the medieval years; Years 2, 5 and 8 are the modern years. Further detail is available on the year group overviews online. The School curriculum is especially suited to conveying British values, as it shows their historical origins and development.

### **PSHCE**

Civics is taught as a discrete subject in the timetable. Please refer to the School's PSHCE & SMSCD policies for full details.

### **Forms and setting**

There are two forms in every year group. Boys in Years 6-8 are set by ability. Boys in Year 4 & 5 are set for Mathematics only from September 2018.

### **Special educational needs (SEN)**

Boys with specific learning needs are assessed by the Special Educational Needs Co-ordinator (SENCO) and receive an Individual Educational Plan (IEP), in some cases based on an educational psychologist report. Boys with English as an additional language (EAL) may also receive individual support if language has a significant impact on their learning. Full details are stated in the SEN & EAL policy.

**Subject allocations**

The subjects taught and their lesson allocations are given in the following tables:

<b>Year</b>	<b>Rec</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Maths	10	10	8	10	9	7	6	6
English	13	13	9	6	6	6	5	5
Library	1	1	1	1	1			
Science		2	2	2	3	4	5	5
French				1	2	2	3	3
Classics				2	2	2	3	3
History			2			2	2	2
Geography			2			2	2	2
Hist/Geog		2		2	2			
RS	5	5	4	3	3	3	3	3
Art		1	1	2	2			
Music	1	1	1	2	1	1		
Art/Music*							2	2
ICT	1	1						
ICT/Reasoning			2	2	2			
Art/Reasoning **						2		
Civics	1	1	1	1	1	1	1	1
Mass			1	1	1	1	1	1
Orchestra				1	1	1	1	1
Games	4	4	6	6	6	6	6	6
Understanding the world***	3							
Expressive Art and Design****	2							

*\*In Years 7 and 8, boys alternate between two periods of Music and Art on a termly basis.*

*\*\*In Year 6, there are two periods of Art in the Lent and Trinity terms. In the Michaelmas term there is a double reasoning period.*

*\*\*\*Includes History, Geography & Science*

*\*\*\*\* Includes Art, Music and movement.*

### **Academic monitoring**

The Deputy Head (Academic) and the Director of Studies are responsible for monitoring the academic standards of the School, which includes the scrutiny of marking and assessment papers, with feedback to the whole staff on best practice at INSET and during staff meetings. The marking of prep on a weekly basis, with staff giving numerical marks, is the basis of academic monitoring. The Deputy Head (Academic) and Director of Studies carry out a cycle of work scrutiny to ensure consistent standards and systems of marking throughout the School, with feedback given to teachers. Boys receive merits and commendations for good and excellent work. Cognitive Ability Test (CAT) data informs the planning of teachers. Pupil performance is discussed at the weekly staff briefing, academic meetings after exams and at parent-teacher meetings.

Teachers frequently meet with parents on an ad hoc basis. At the Pre-Prep School, there are parent-teacher meetings in the Michaelmas and Lent terms with full written reports at the end of each term. Boys are assessed towards the end of the Lent and Trinity terms.

At the Prep School, interim grades are sent home at half-term, with full written reports at the end of each term. At the end of the Michaelmas and Trinity terms boys sit full examinations.

### **Tracking**

The progress of each boy is tracked through his individual Academic Progress Tracking Summary. This collates the data from the EYFS profile, CATs, examinations, interim grades, and Common Pre-Tests, as well as recording any necessary intervention strategies such as significant meetings with parents, report cards, clinic attendance, or set moves.

**Educational visits**

Departments take advantage of the close proximity of the School to many sites of interest as well as travelling further afield. The table below sets out a typical round of educational visits over the course of a year.

	<b>Michaelmas Term</b>	<b>Lent Term</b>	<b>Trinity Term</b>
Reception	London Transport Museum	Natural History Museum	Bocketts Farm (Understanding of the World)
Year 1	Museum of London	Tower of London	London Zoo
Year 3	Kew Gardens (Geography)	British Museum (Art/History)	London Zoo (Science)
Year 4	Museum of London (History)	V&A Museum (Art) & the Science Museum (Science)	Fishbourne Palace (Classics)
Year 5	Golden Hinde & Globe Theatre (History/English)	Museum of London (Classics)	Tate Modern Museum (Art/Maths)
Year 6	Chislehurst Caves & Churchill War Rooms (History)	Kew Gardens (Science)	Battle Abbey (History)
Year 7	Centre of the Cell workshop, East London (Science)	Canterbury Cathedral (History)	Brighton (Geography)
Year 8	Isle of Arran residential (Geography)	Daily Telegraph offices & Westminster Abbey (English/History/RS)	Various; post-CE activities programme

## Presentation

### Pre-Prep School

All boys' work is to be presented as follows:

1. The focus and date is either provided for each piece of work by the Class Teacher, or written by the pupil (in the case of boys in Year 3).
2. The focus and the date should be underlined when handwritten.
3. The date should be in the top right hand corner. The long date (10<sup>th</sup> May) should be used for all pieces of work except for Maths where the short date (10.5.17) should be used.
4. Boys must leave a single line after writing the date.
5. The focus should be posed as a question, beginning with the phrase 'Can I' or 'Do I' (*'Can I name the parts of a plant?' or 'Do I understand how shadows are formed?'*).
6. Boys must always underline using a ruler.

### Prep School

All boys' work is to be presented as follows, as per the instructions in prep diaries:

1. The date should be written in full at the top right hand corner of the page and underlined once.
2. CW (meaning Classwork) or prep should be written in the top left hand corner of the page and underlined once.
3. Boys must leave a single line after writing the date.
4. Boys must write the 'Focus' or title and underline it once. This is the material that they will be studying or the skills they will be learning in the lesson.
5. The 'Focus' must be centred on the page. Boys must leave a line after the 'Focus' before beginning their work.
6. If answering questions, boys should leave a line between each response.
7. Always underline using a ruler.
8. Boys must write using cursive (joined up) script to help them write quickly and clearly.

### **Teaching groups**

In addition to departmental meetings, the Deputy Head (Academic) and Director of Studies chair teaching group meetings several times each term. These meetings are a means of implementing School policy and receiving feedback from subject teachers. They generally focus on subject content rather than teaching methods and are designed to encourage the development of suitable cross-curricular links.

### **Staff development**

INSET or external training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

### **Further relevant curriculum documents**

- Responsibilities of academic staff
- Responsibilities of form tutors
- Monitoring pupil progress: marking, examinations & reports
- SEN & EAL policy.

## PLANNING

### Department policies and planning

Each subject has a departmental policy that includes its purpose of study, aims, attainment targets and subject content. Each department also produces a long-term plan and action plan saved in the staff common area in the curriculum folder.

### Curriculum folder

All academic planning is stored in live documents on the staff common area in the curriculum folder.

### Long-term planning

1. Each subject produces a long-term plan detailing key topics taught from Reception – Year 8 for each half of term (see pro-forma 1). The long-term plan should indicate the key topics, on a half-termly basis, taught to each year group. This document is for internal use only.
2. In addition, each subject transfers this material to an all-subject long-term plan for each individual year group (see pro-forma 2.) This document is published on the School website.

All planning is submitted to and checked by the Deputy Head (Academic).

### Medium-term planning

Medium-term planning outlines teaching to each Year Group or class on a week-by-week basis. Medium-term planning consists of a scheme of work and is completed on a standardised form (see pro-forma 3). Schemes should include:

- weekly aims and activities;
- gifted and talented and SEN provision;
- resources;
- prep;
- assessment;
- self-evaluation.

Medium-term plans must be submitted to the Deputy Head (Academic) and will be available to all members of staff by being saved in the shared area of the drive.

### Short-term planning

Short-term planning (see pro-forma 4) expands upon the activities outlined in medium-term planning schemes, perhaps noting how teaching and learning, in practice, deviates from what was originally planned. It must be submitted to the Deputy Head (Academic) on a weekly basis every Friday afternoon. Short-term planning must include the following:

- the focus/title, starter and plenary of the lesson;
- what activities will be carried out;
- how individual boys will be challenged and supported.



It will also be a working document for the subject teacher to annotate and comment informally on which aims of the week were achieved; what may need to be amended for the following lesson; what opportunities for learning arose, or require further reinforcement; the strengths and successes of the lesson, or ways in which the lesson could be improved.

Short-term planning should be available for the Head of Department, Director of Studies or Deputy Head (Academic), upon request.

### **Individual lesson plans**

Individual lesson plans should be provided for any lesson that is being observed, for example during an appraisal or inspection, and for all lessons taught by training teachers (see pro-forma 5.)

### **Departmental action plans**

A departmental action plan is a tool to outline departmental weaknesses and how the department plans to develop and improve.

This document (see pro-forma 6) is also an opportunity to note what action the department has already taken during the academic year. Action plans should include the following:

- curriculum development issues (with dates of identification and action);
- professional development issues (with dates of identification and action);
- cross-curricular links;
- resources required;
- ICT.

Departmental action plans are discussed in teaching groups and should be available for the Deputy Head (Academic) to see upon request.

### **Prep**

Academic staff have a responsibility to set prep on the timetabled days. The completion of prep by boys is compulsory. Prep diaries are signed by Form Tutors at the end of each School day, and by parents / the House Master after the completion of all work set.

### **Marking and assessment**

Academic staff are required to mark all work, classwork or prep, within one week of its collection.

### Setting prep

Preps are set in the following subjects:

Year 1	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Spellings x 1 Maths x 2 English x 1	English x 2 (includes reading and spelling) Maths x 2 Science Geography or History (known as 'topic')	English x 2 Classics French History Maths x 2 Science	English x 2 Classics French History Maths x 2 Science	English x 2* Classics French Geography* History Maths x 2* RS* Science	English Classics French Geography History Maths RS Science	English Classics French Geography History Maths RS Science

\*In Year 6, two English and two Maths preps are set during the Michaelmas Term. For the Lent and Trinity Terms, one English and one Maths prep are replaced by one Geography and one RS prep.

Subject teachers should ensure boys have recorded the prep set in their prep diaries, and each prep should take about **30 minutes** for boys in Years 3-5 and **40 minutes** for boys in Years 6-8.

Choristers in Years 4-8 are required to complete one Maths prep and one English prep over the weekend.

### Weekly prep allocation is set as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1			1		2
Year 3	1	1	1	1	3
Year 4 - 8	1	1	1	1	4

### Reading

Boys in Reception – Year 3 must read for 10 minutes to their parents every evening. Boys in Year 4 should aim to read for 20 minutes with their parents to develop their verbal fluency. To improve comprehension skills, parents might also discuss the meaning and inferences within the reading material. The School prep diary contains a reading record to act as a dialogue between parents, boys and teachers. Parents are encouraged to make brief daily comments relating to page numbers read and new vocabulary explained or used. Reading aloud with parents for boys up to Year 5 is also of benefit.

Boys in Years 5 to 8 should, as a rule, read independently on a daily basis for at least 30 minutes.

### Collecting prep

Prep must be handed by each boy to the teacher who set it. Prep is due the next lesson after it has been set. Any exception must be approved by the Director of Studies.

### **Absences from class**

If a boy misses a lesson, whether through absence, a music lesson or sporting activity, it is the subject teacher's responsibility to inform his Form Tutor by 3.40 pm on the same day, and to ensure that the boy has details of the prep (and any work he has missed).

### **Responsibilities of subject teachers**

Individual subject teachers are responsible for the following:

- allowing adequate time in lessons for setting and explaining prep activities;
- ensuring that boys make an accurate entry of the prep in their prep diaries before they leave the classroom;
- ensuring that boys understand when the prep has to be completed and submitted;
- implementing the School's stated rewards and sanctions policy when a boy does not submit prep (i.e. issuing a demerit), unless a valid reason is given;
- liaising with the Form Tutor – and keeping the Director of Studies informed – when a boy persistently fails to submit prep.

### **Form Tutors**

Form Tutors are responsible for the following:

- monitoring and signing off (with initials) the prep diaries of every boy in his/her form, every working day at 3.40 pm, ensuring that no boy goes home without prep;
- checking that the parents have signed off prep every night and after the weekend's prep is complete;
- checking with the relevant teacher – and informing the Director of Studies – if one or several boys insist that prep has not been set in a particular subject.

### **Director of Studies**

The Director of Studies is responsible for the following:

- ensuring that prep is regularly set and marked by subject teachers;
- ensuring that prep is completed to a satisfactory standard by boys;
- ensuring that Form Tutors sign off prep every day during the week

..... **DEPARTMENT YEAR PLAN**      **DATE**.....      **REVIEW DATE**.....

Year Group	Michaelmas Term		Lent Term		Trinity Term	
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						

**YEAR X CURRICULUM OVERVIEW**  
**[HISTORICAL AGE]**

	<b>Michaelmas Term</b>		<b>Lent Term</b>		<b>Trinity Term</b>	
History						
Maths						
Science						
Music						
Art						
ICT						
English						
Classics						
French						
Geography						
RS						
Educational visit(s)						

Subject: etc  
 Year Group: etc  
 Term/ Year: etc

Week/ Theme	Aims	Lesson outlines	Differentiation	Resources	Prep
1	<p><u>Knowledge:</u></p> <p><u>Understanding:</u></p> <p><u>Skills:</u></p>	<p><u>(NB the lesson structure in this column is not compulsory; modify as appropriate.)</u></p> <p><u>Font is Gill Sans MT font size 10.</u></p> <p><u>Lesson 1</u>            Focus:            Starter:            Develop:            Activity:            Plenary:</p> <p><u>Lesson 2</u>            Focus:            Starter:            Develop:            Activity:            Plenary:</p> <p><u>Lesson 3</u>            Focus:            Starter:            Develop:            Activity:            Plenary:</p>	<p><u>SEN:</u></p> <p><u>EAL:</u></p> <p><u>G&amp;T:</u></p>		

**MEMBER OF STAFF:**  
**TERM/WEEK BEGINNING:**

<b>WCCS WEEKLY SHORT TERM PLANNING SHEET</b>			
	Class	Subject	Teaching and Learning
<b>MONDAY</b>			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
<b>TUESDAY</b>			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
<b>WEDNESDAY</b>			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
<b>THURSDAY</b>			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
<b>FRIDAY</b>			Focus: Starter: Activity: Plenary: Prep: Differentiation:

SEEN BY Deputy Head  
(Academic)

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DATE AND  
SIGNATURE

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LESSON CONTENT			
<b>Form:</b>		<b>Date:</b>	<b>Period:</b>
		<i>Achieved?</i>	<i>Development needed?</i>
<b>Aims</b>	Knowledge:		
	Skills:		
	Understanding:		
<b>Differentiation</b>			<i>Achieved?</i>
All:			
Some:			
<b>Target pupils</b> ( <i>names</i> )			
SEN:			
EAL:			
G&T:			
<b>Cross-curricular links</b> ( <i>other subjects/Civics</i> )			
<b>ICT</b>			
<b>Resources</b>			
LESSON PLAN			
			Time
Focus			
Starter			
Activities			
Plenary			
Assessment			
Prep			



..... DEPARTMENT

## DEPARTMENTAL ACTION PLAN

### PLANNED REVIEW DATE

<b>Curriculum development issues</b>	<b>Identification date</b>	<b>Action date</b>
<b>Professional development issues</b>	<b>Identification date</b>	<b>Action date</b>
<b>Cross-curricular links / Resources</b>	<b>Identification date</b>	<b>Action date</b>