



# CURRICULUM POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

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Policy approved by: Joanna Leach

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Approver's Signature:



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.  
This is a whole school policy, which also applies to the Early Years Foundation Stage.



## The Highfield Vision

Highfield Preparatory School is a Beacon of Excellence in all-round education. This is achieved by forming a partnership with the girls, their parents and the school. At Highfield, we challenge minds, stimulate imagination and provide enjoyment that maximises the potential of every girl and empowers her to take full advantage of her life and studies.

## Mission Statement

Our mission is to be a friendly and caring independent day school for girls and boys up to Year 2 and girls only up to Year 6, with high academic standards, maximising the potential of each pupil by focusing on their as an individual and working closely with parents and all members of the Highfield community to achieve our aims. We believe that at Highfield Preparatory School every child matters and their learning should be fun, purposeful and challenging. We are committed to delivering inspirational teaching, encouraging the pupils to thrive and achieve as individuals, preparing them for their role as caring and active citizens in the global community.

## Ethos

Highfield is a lively school, sustaining values which encourage children to develop a love of learning and to discover their own strengths in a caring atmosphere where every person is valued. Highfield aims to develop skills for life: self-confidence, resilience, independence, respect for others and the environment, creativity and imagination and a desire to live life to the full.

## Aims

- To develop a love of learning by providing an exciting and stimulating education, encouraging all pupils to maximise their potential and to prepare them socially, emotionally and physically for the next stage in education.
- To develop lively and enquiring minds.
- To develop spiritual richness and respect for faith, self-confidence and independence.
- To create opportunities for independent thinking, self-expression and creativity.
- To respect self, others and the environment.
- To value honesty, fairness, compassion and empathy.
- To celebrate achievement.
- To work closely with parents and all members of the Highfield community to achieve these aims.

This policy applies to the whole school (Lower School and Upper School) and to Early Years Foundation Stage.

## Introduction

This policy has been written with due consideration for, and in accordance with, current legislation and is made available to all parents, prospective parents, staff and prospective employees of Highfield Preparatory School.

This policy also relates to the EYFS though they also have a separate curriculum. This document sets out our school's vision and aims, which underpins our curriculum and a description of our curriculum with reference to how it meets the regulatory requirements (ISI 2020 Regulatory Requirements, Part 1 for the Quality of Education Provided (2: Curriculum)). It should be read in combination with the Assessment, Homework, Marking, SEN and G and T Policies. (ISI 2020 Regulatory Requirements, Part 1). This policy is set out with regards to Section 8 of the Education Act 1996 which gives pupils experiences in linguistics, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Highfield Preparatory School is an academically non-selective, full-time education setting, which seeks to meet the needs and aptitudes of all its pupils and when required, those with an Education, Health and Care Plan (EHCP). A commitment to excellence in teaching and learning is one of the primary aims of the school and underlies all its policies and practice.

To achieve these aims, the curriculum is designed:

- that pupils acquire speaking, listening, literacy and numeracy skills
- to ensure that pupils develop a broad ICT knowledge and skills;
- to have a balance so that each subject has sufficient time to contribute effectively to learning;
- to provide pupils with a full and rounded opportunity to learning;
- to provide our pupils with the best opportunity to learn and make progress;
- to foster pupils' creativity and develop essential skills;
- to encourage creative, enquiring minds and investigative learning skills;
- to promote a healthy lifestyle;
- so that it is relevant linking pupils' experiences to application in the real world;
- coherently so that topics can be linked to make the whole learning experience more meaningful;
- to inspire pupils to a commitment to learning which will last a lifetime;
- to promote high standards in all learning and teaching;
- to enrich pupils with a breadth and depth to their learning;
- to be differentiated so that the tasks set are matched to the aptitude and ability of each pupil;
- to be accessible so that there is equality of opportunity for all;
- to prepare pupils for entrance examinations to appropriate senior schools;
- to prepare pupils for future life in modern day British society;

- to support the fundamental British values of democracy, the rule of law and individual liberty, tolerance and mutual respect;
- to engender respect for their environment with an appreciation of how to care for it and behave sustainably;
- for our Personal, Social, Health and Economic Education (PSHE) to reflect Highfield Prep School's holistic approach and ethos;
- to encourage respect for other people, paying regard to the protected characteristics as set out in the 2010 Act (a)
- to help children understand the world around them, their place in it and the responsibilities they have towards others; and
- to develop communication skills, listening skills, self-respect and respect for others, to enable children to work collaboratively and treat each other fairly, without discrimination.

Our curriculum policy is supported by long term plans, schemes of work and staff assessment. These take in to account the ages, aptitudes and needs of all pupils at Highfield Preparatory School.

Highfield Preparatory School offers our pupils the opportunity to succeed, to be recognised and to be valued. The pupils will develop the intellectual, emotional and ethical requirements to tackle the challenges that life will present, effectively preparing them for the opportunities, responsibilities and experiences of life in British society. To support the fundamental British Values of democracy, the rule of law and individual liberty, we instil tolerance, mutual respect for others and the capacity to celebrate diversity, including different faiths and beliefs, and to embrace challenge. We aim to guide, motivate, inspire and nurture our pupils for learning to be a rewarding and enjoyable experience. We want each child's time with us to be happy and for them to look back on their years here with pride.

We recognise the importance of delivering a curriculum to ensure our pupils learn the knowledge and skills required by the National Curriculum and to prepare them for their future schools. The children's learning is enhanced outside their formal lessons. Assemblies, extra-curricular clubs, themed weeks, residential trips and the School Council and Eco-committee are just some of the ways in which we aim to enrich their experiences, and we consider these to be an important part of the education on offer. Additionally, the pupils learn from the way they are treated and the School's behavioural expectations (see Behaviour, Rewards and Sanctions Policy). We encourage appreciation and respect and tolerance for a variety of ethnic and religious beliefs and faiths and our teaching staff promote, by example, self-esteem and collaborative citizenship.

We aim to deliver exciting and challenging teaching and learning experiences for the children and ensure they all have access to the whole curriculum. Our curriculum is designed to enable each child in our care to fulfil their potential.

The Early Years Foundation Stage will follow 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.

The development of each child's full potential – intellectual, moral, spiritual, physical and emotional – is one of the main principles of the philosophy of the school. We aim to enable all pupils to learn and develop their skills to the best of their ability so that they become confident, resourceful, enquiring and independent learners, evaluating their own performance, and understanding what they need to do next to improve.

## Linguistic Development

We aim for our pupils to be clear and confident communicators with the ability to use reading, writing, speaking and listening to access information and share their ideas. In addition to a full programme for teaching English, the children are taught French from Reception to Year 6 and are introduced to Spanish in Year 6. They are also exposed to other languages through extra-curricular clubs.

## Mathematical Development

We aim to develop an enthusiasm and curiosity for mathematics to allow pupils to make calculations, to understand and appreciate relationships and patterns in number and space, to apply mathematical language and skills to everyday life, to develop their capacity to think logically and to express themselves clearly.

## Scientific and Technological Development

We aim to teach pupils about their world, both natural and man-made, including how their environment and society have changed over time and their role in its future development. The ability to effectively use ICT is an essential skill in modern society. ICT skills are taught in lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. Pupils also learn to write computer programs in their Computing lessons. This is taught by a specialist teacher in Years 3-6.

## Human Development

History and Geography are taught through topics in Pre-Prep and Prep. This is concerned with people, and their environment and how human action now and in the past, has affected events and conditions. We ensure that during a child's education at Highfield Preparatory school they experience a broad range of knowledge and skills in these subjects. See subject policies.

## Social, Moral, Spiritual and Cultural Development

At Highfield Preparatory School we believe that effective learning requires a healthy, settled and evolved emotional life. We promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for future learning, encouraging them to think for themselves, to learn to select and use methods and resources and to be discriminating. We aim to develop their self-esteem and encourage them to respect the ideas, attitudes, values and feelings of others, showing respect for different cultures. We also enable pupils to have an awareness of their own spiritual and moral development, so that they understand right from

wrong, and the importance of truth and fairness, allowing them to grow up committed to equal opportunities for all.

We teach pupils to be positive, responsible citizens, understanding their community and feeling a valuable member of it, so that they can live and work co-operatively with others, and make correct judgements to stay safe. Teachers model and teach acceptable and appropriate behaviour, both inside and outside the classroom (see PSHEE policy).

## Physical Development

At Highfield Preparatory School we aim to cultivate each child's physical skills and confidence, through a healthy diet, adequate play, and a safe and spacious environment and organised sporting activities. We encourage the pupils to be fit and healthy, underpinning our belief that physically fit children are mentally fit children.

## Aesthetic and Creative Development

Highfield Preparatory School promotes participation in, and enjoyment of, creative aspects of the curriculum, such as art, music, encouraging the pupils to develop their imagination, spontaneity, and individuality. We enable them to develop their critical and creative thinking skills, providing them with opportunities to solve problems in a variety of contexts, and to question and respond to challenges.

## Organisation and Planning

The starting points for our curriculum include the National Curriculum, the requirements of the 11+, Common Entrance and other Independent Senior School examinations. A proportion of the pupils therefore progress at a faster pace than is indicated by the National Curriculum Attainment targets. Specialist teachers collaborate in designing schemes of work that enrich the skills and content of each subject area.

Yearly curriculum maps indicate the topics and objectives to be taught for each subject to each year group. The key objectives from the yearly curriculum maps are recorded in termly schemes of work within each subject area. The termly plans provide the weekly objectives, learning outcomes, with suggested activities, resources, ICT and differentiation.

## Content and Delivery

Our pupils receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full time supervised learning, with the school day as follows:

Year Group	Core School Hours
Pre-School	8.45 – 15.30
Reception	8.30 – 15.30
Year 1 and 2	8.30 – 15.30
Year 3, 4, 5 and 6	8.30 – 15.45

## The Curriculum Process

### Early Years Foundation Stage

In accordance with the statutory changes from September 2012, Reception follows the Early Years Foundation Stage through the teaching of three prime areas and four specific areas, as follows:

Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development

Specific Areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design

Each area of learning and development is implemented through planned and purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Pupils learn by leading their own play and by taking part in play which is guided by adults. There is an on-going judgement made by practitioners about the balance between activities led by the pupils and activities led or guided by adults. Practitioners must respond to each child's emerging need and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help prepare for more formal learning, ready for Year 1. An EYFS profile and learning journey is completed to celebrate the progress of each Reception pupil at Highfield Preparatory School. These are shared with the parents.

### Pre-Prep and Prep

In Pre-Prep and Prep the curriculum is taught through discrete subjects and topic areas are linked where relevant. Over the course of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects, with increased specialist subject teaching in the Prep School. Our whole school curriculum map indicates the broad objectives and the links between subjects.

Work is planned by topic, usually over a term or half a term, as deemed relevant. These medium-term plans contain the detail of the work to be covered, with a progression of learning objectives. The pupils are taught in mixed ability classes and our plans also indicate how the work will be differentiated.

### Religious Education

Religious Education is available to all pupils. At Highfield Preparatory School we give the pupils a broad base of religious education, encompassing many faiths, to encourage knowledge, awareness and tolerance. This is done in a cross-curricular way throughout the school in lessons, assemblies and celebrated activities.

### Personal, Social, Health and Economic Education (PSHEE)

PSHE is catered for through discrete lessons, assemblies, circle times, guest speakers, eco projects and science curriculum. We engender PSHE through our code of conduct which

promotes our ethos, pastoral care, and recognition of achievements, Behaviour Policy, School Council and Eco Club, all of which promote a positive environment for learning. Highfield Preparatory School believes that an effective whole child approach to learning requires a healthy, settled and evolving emotional life including the development of social skills towards adults and peers. We prioritise pastoral care and wellbeing of the pupils, adopting a happy and relaxed atmosphere in classrooms and around the school. A variety of teaching and learning strategies are used, including group work and paired work, as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom.

We believe the pupils' opinions and thoughts must be heard and valued. The pupils are given a voice through elected school council members, chosen by each class from Years 2-6. These councillors are elected once a year. Minuted meetings are held in conjunction with the Headteacher and the teacher responsible for the School Council and councillors are then given the opportunity to feedback and seek out the views and opinions of their peers.

Our PSHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from PSHEE lessons, projects, form time, circle time, assemblies, and involvement in school and the wider community. Pupils are encouraged to play active roles to help them develop confidence in presenting their views, negotiating, working as teams and organising events. Fund raising for nominated charities, school fairs are some examples. Pupil surveys and suggestion provide opportunities for the pupils' voices to be heard.

## British Values

We actively promote British Values throughout the curriculum and during our day at school. The values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths are promoted through such things as:

- School council
- Eco council
- Behaviour policy
- Achievers' assemblies
- Visits
- Highfield values
- PSHEE
- Assemblies
- Religious Education

## Sex and Relationship Education

We provide sex education within the Relationships, Sex and Education element of the PSHEE and science curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils in Year 6, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

## Physical Education and Games

All pupils are expected to take part in the school's Physical Education and Games lessons. Pupils can only be excused from these lessons for medical reasons, for which contact from parents is required, or other reasons agreed by the school.

Regular competitive fixtures are organised within the PE and Games Curriculum, encouraging sportsmanship, leadership, improvement of skills in a competitive situation and above all else an enjoyment of the activity. For more details, see the PE policy.

## Extra-Curricular Programme

We have a wide and varied programme of clubs to explore different curriculum areas further including creative and sporting activities that take place outside the formal curriculum. We value the opportunity for pupils to interact within mixed age and ability groups. This enhances our education provision. All pupils are encouraged to take part in the programme of activities.

## Trips and Outings

School trips form an important dimension of a child's educational experience, taking the classroom into the outside world and forming shared experiences with teachers and peers.

All classes are expected to go on at least one trip per term to complement their learning in the curriculum. Extensive use is made of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest. (See Outdoor Education and Off-Site Educational Visits policy).

## Residential Trips

Residential trips provide pupils with the opportunity to learn new skills, such as problem solving and team challenges; to develop their organisational, team working and leadership skills; to build relationships with others, accepting and supporting them, and working cooperatively; to gain greater independence; and to become risk aware. Years 4-6 go on a residential trip and all children are expected to attend, unless there is specific reason agreed between the Head and parent.

All trips are undertaken with due care and attention, complying with our Safeguarding, Health and Safety and Educational Visits policies.

## Homework

Homework is intended to reinforce work done in lessons and to encourage independent study skills. By gradually increasing the amount given as the pupils' progress through the school, we aim to develop and support their ability to use their initiative and organise themselves. Expectations for length of homework and levels of support required are clearly conveyed to parents in the Parent Handbook and reinforced by the class teachers at the curriculum evenings at the beginning of the academic year. Teachers ensure that homework expectations are consistent across the year group. The time spent on homework is valued by teachers and they provide prompt feedback to the pupils.

## Children Requiring Additional Provision

Our curriculum is designed to provide access and opportunity for all children through differentiated lessons. Some children require further adaptation to the curriculum to meet their individual needs. This may include learners with difficulties and/or disabilities (LDD), children with special educational needs and disabilities (SEND), children with English as an Additional Language (EAL), or children who are particularly gifted or talented (G & T) in some way. Support, enrichment and extension activities are documented in schemes of work to plan and differentiate for all learners.

We make every effort to meet the needs of each individual child including those with an EHC plan. We comply with the requirements set out in the SEND Code of Practice 2015. If a child is seen to require special provision, her teacher consults with the SENCO, who will assess this need. The Class Teacher will be given support to provide resources and educational opportunities which, in most instances, will meet the child's needs within the normal classroom setting. If a child's need is greater than that which we can provide within this normal classroom context, there are established courses of action to support the child with their learning (see SEN Policy, AG&T Policy).

## Effective Teaching and Learning

The school recognises that pupils have a variety of different learning styles. We aim to provide a stimulating learning environment which sets the climate for learning and promotes high quality work by the children. A variety of learning and teaching methods, learning displays, as well as materials and resources are used in all subjects to suit the different needs of our pupils. We encourage as much variety of experiences and multi-sensory learning as possible, working from tangible practical experiences to more abstract concepts as the child progresses. We encourage the girls to think creatively and develop their own critical thinking as part of their curriculum, for example using 'thinking keys' to help stimulate them with their learning.

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them.

Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching;
- creating a positive and supportive atmosphere based on praise;
- treating children with respect and as individuals, listening to them sensitively;
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate;
- ensuring their expectations of the children are high;
- demonstrating good subject knowledge and competency in teaching the relevant skills, using teacher modelling;
- building upon the children's previous skills and knowledge, setting clear objectives that are easily understood, so the children know what they must do to be successful learners;
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding;
- communicating clearly and teaching using a variety of strategies, including effective questioning, teacher modelling and high-quality verbal feedback and marking;
- managing pupils well, being consistently firm but fair (see Behaviour, Rewards and Sanctions Policy);

- assessing pupils' work thoroughly and using assessments to help and encourage pupils (see Assessment and Marking Policy); and
- using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating.

Effective learning is shown when children can learn in different ways. These include:

- participating actively throughout the lesson;
- working co-operatively in small groups and pairs, using methods such as think-pair-share and talk partners, to enhance discussion and understanding;
- asking and answering questions;
- using first hand, multi-sensory experiences;
- working independently, using their own judgement to make decisions;
- investigating and solving real-life problems;
- researching and finding out;
- being creative and using initiative to design and make things;
- debating, taking part in role plays and presenting orally;
- using multi-media: watching television, using computers, digital cameras, IWB, data loggers;
- working outside and visiting places of educational interest;
- participating in physical activity; and
- evaluating their own learning using success criteria and AfL methods.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on their learning. We want them to realise that they have learnt effectively by:

- knowing that they have succeeded using success criteria;
- feeling good about their achievements;
- feeling confident to do more;
- explaining what they have learnt;
- applying their learning to new situations; and
- teaching another child.

## Assessment, Recording and Reporting

We believe that effective assessment provides information to inform teaching and learning and is therefore an essential part of the teaching process. At Highfield Preparatory School, assessment takes many forms, both formative (AfL) and summative, and can be formal or informal. Teachers use standardised assessments to track the progress of individual pupils, in Mathematics, Science, PSHE and English. We use information collected from assessments to allow us to guide our future planning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do to improve.

We believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing assessment information with the parents at twice yearly Parents' Evenings, Autumn and Spring end of term reports and a full written report in the Summer. We aim to give parents clear and accurate information on their child's attainment and progress, so that teachers, children and parents are working together to raise standards. For more details, see the Assessment and Marking Policy.

## Monitoring and Review

The Head and Senior Leadership Team have responsibility for the leadership of the curriculum, teaching and learning, and monitoring the effective delivery of this policy. This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities;
- ensuring staff professional development promotes good quality teaching and learning;
- monitoring the quality of teaching and learning through lesson observation and the scrutiny of planning and assessment data; and
- reviewing annual subject action plans and guiding in the development of the curriculum, teaching and learning.

The Deputy Head oversees and supports the EYFS Lead and the Subject Leaders in developing and updating the curriculum and ensuring that there is progression and appropriate coverage.

The Subject Leaders are responsible for monitoring, planning and the quality of teaching and learning in their subject areas, keeping up to date with curriculum developments and providing INSET when necessary.

Highfield Preparatory School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). We are also committed to instilling in our pupils through its curriculum the key values of the school, that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject.

This policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.