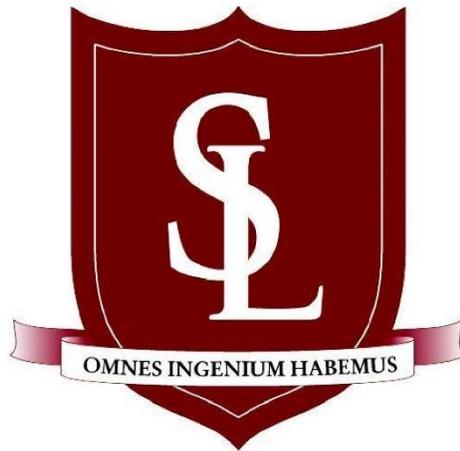


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# CURRICULUM POLICY

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**SOUTH LEE SCHOOL**

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## Overview

The curriculum is all the activities that we organise in order to promote learning and personal growth in our pupils. It aims to give pupils experience in the linguistic, mathematical, scientific, technological, social, physical, aesthetic and creative aspects of education and to prepare them for their senior schools. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others whilst developing the knowledge and skills needed to realise their individual potential.

The curriculum is planned around the educational requirements of the National Curriculum and the Common Entrance syllabuses. As we are an independent school, we diverge from the National Curriculum where there is a sound rationale for so doing.

The subject matter is differentiated according to the ages and aptitudes of the pupils, including statemented pupils (where a pupil has a statement of special educational needs, the education provided is directed towards the requirements of that statement).

Our curriculum also includes the range of co-curricular activities that the school organises in order to enrich the learning experience of the children. The 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave, is another factor to be taken into consideration.

The academic curriculum is obligatory for pupils except when it is beneficial to an individual pupil to be excused one or more subjects. Participation in after school clubs is encouraged but not compulsory.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

## Aims and objectives

The aims of our school curriculum are to:

- prepare our pupils for future stages in their education;
- enable all our pupils to develop their academic skills and knowledge to the best of their ability;
- promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- enable children to be creative and to develop their own thinking;
- teach children about their developing world, including how their environment and society have changed over time;
- help children understand Britain's cultural heritage;
- enable children to be positive citizens in society;
- teach children to have an awareness of their own spiritual development and to understand right from wrong;
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

## The Early Years Foundation Stage

South Lee Early Years Department follows the mandatory framework effective from September 2014 for all Early Years providers. The implementation of the EYFS curriculum gives children the knowledge and skills to prepare them for their journey through school.

The framework states that learning and development requirements comprise seven areas. These shape the educational programmes in Early Years settings. Whilst all of the areas are interconnected, they are broken down into **three prime areas** and **four specific areas**.

The **three prime areas**, which are vital in encouraging children to be curious and enthusiastic, are:

### ***Communication and Language***

Listening and attention  
Understanding  
Speaking

### ***Physical Development***

Moving and handling  
Health and self-care

### ***Personal, Social and Emotional development***

Self-confidence and self-awareness  
Managing feelings and behaviour  
Making relationships

The **four specific areas** are:

**Literacy** (reading, writing)

**Mathematics** (numbers, shape, space and measures)

**Understanding the World** (people and communities, the world, technology)

**Expressive Arts and Design** (exploring and using media and materials, being imaginative)

We use the guidance material, 'Early Years Outcomes' from Early Education ([www.gov.uk/government/publications](http://www.gov.uk/government/publications)) to inform our planning. This guidance breaks down each area and puts necessary information into age bands.

Underpinning the guidance are four principles – A Unique Child, Positive Relationships, Enabling Environments and Children Develop and Learn in Different Ways and at Different Rates.

We also take into consideration the Characteristics of Effective Learning which is also part of the guidance. This looks at playing and exploring, active learning and creating and thinking critically.

As well as this, children's individual needs, interests, and where they are at in their development are taken into account when planning.

## Pre Prep School

In Pre Prep, our policy is that the core subjects of English, maths and science follow the requirements of the National Curriculum and offer challenges to pupils that go beyond the National Curriculum. In other subjects, priorities are set by the school with regard to our values and to the requirements of the Prep school. For example, in history we want our pupils to develop an understanding spanning prehistory to the Vikings. This then feeds into the history curriculum of the Prep school, which covers the major features of British history from the Normans through to the twentieth century.

Subject	Follows NC+ ?	30 minute lessons per week			Notes
		Y3	Y2	Y1	
ADT	Y	2	3	2	Class teacher
English	Y	6	7	7.5	Class teacher
French		1	1	1	Specialist
Geography	Y	2	1.5	2	Class teacher
History	Guided by NC	2	1.5	2	Class teacher
IT		1	1	1	Specialist
Maths	Y	7	7.5	7.5	Class teacher
Music	Y	2	2	2	Specialist
PE and Games		3	3	3	Specialist
PSHE		20 minutes every other week	20 minutes	1 every other week	Class teacher
RS		1	1	1	Class teacher
Science	Y	2	2	2	Class teacher

## Prep School

One of the main focuses of the curriculum in the Prep School is ensuring that pupils are thoroughly prepared for their transition to senior schools, either at the end of Year 8 or Year 6. The senior schools chosen by parents and pupils, in consultation with us, are varied: local maintained schools, independent day schools and boarding schools.

Subject	Follows NC+ ?	CE subject?	40 minute lessons per week	Notes
ADT	Y	N	3	Y4 - 4 lessons      Y5 to Y8 - 3
Drama		N	1	
English	Y	Y	5 - 7	Y4 - 7      Y5 & Y6 - 6      Y7 & Y8 - 5
French	Y	Y	2 - 3	Y4 - 2      Y5 to Y8 - 3 Pupils may be excused this subject to concentrate on English and maths if they have learning difficulties.
Geography	Y	Y	2	
History	Guided by NC	Y	2	
IT	Y	N	1	
Latin		N	1	Y6, 7 and 8 only. Pupils may be excused this subject to concentrate on English and maths if they have learning difficulties.
Maths	Y	Y	6 - 7	Y4 to Y6 - 7      Y7 & Y8 - 6
Music	Y	N	2	
PE and Games		N	4 - 5	Y4 & Y5 - 5      Y6 to Y8 - 4
PSHE		N	1	
RS	Y	Y	1	
Science	Y	Y	3 - 4	Y4 - 3      Y5 to Y8 - 4
Spanish		N	2	Y7 and 8 only. Pupils may be excused this subject to concentrate on English and maths if they have learning difficulties.

### Pupils excused from a subject.

In common with many other schools, pupils who have learning difficulties, in particular dyslexia, may be excused language lessons to focus on their literacy and maths skills. Learning a foreign language can be particularly difficult for such pupils. The decision is made in consultation with the ID department, parents and, where relevant, the pupil's designated senior school.

## Homework / Prep

Homework is set according to age and the demands of the curriculum. There is regular teacher-supervised 'prep' each evening extending to six pm if required.

	Minutes per subject	Number of subjects per evening
Y1	n/a	
Y2	10	2 (maths or English, plus reading every evening)
Y3	15	2 (maths or English, plus reading every evening)
Y4	20	2
Y5	30	2
Y6	35	2
Y7	40	2, except for Monday & Friday, when there are 3.
Y8	40+	2, except for Monday & Friday, when there are 3.

## Co-curricular activities

Co-curricular activities are offered at lunchtimes and at the end of every school day. They include choirs, sports clubs, IT clubs, cookery club, chess club and a variety of others depending upon the season and the expertise and interests of teachers at the school. Our policy is to ensure a choice of at least two clubs every day.

Example from Autumn Term 2016

	Pre prep	Prep
Monday	Construction club Y2 Gymnastics Y3 Hockey	Chamber choir Entrance exam clinic Y4 Boys Hockey Y5-8 Rugby Y4-8 Drama Hockey Goal keeper training Y5-8 Netball Dance
Tuesday	Recorder Club Y3 girls Netball	Music theory Mindful colouring Potential Art scholars club Y7&8 Exam & Scholarship prep club Y7&8 Science Extension ID Support Prep Y4 girls Netball Y5-8 Girls Hockey
Wednesday	Junior Choir	Environment and gardening
Thursday	Y2&3 sewing club Y1 - Y3 rugby tots	Chamber choir Y4 Football club

	ICT Club Y3 Football club	Y4-8 Samba Cookery club Y5-8 Golf Y5 - Y8 Girls hockey Y4 - Y8 IT club
Friday	Y1, Y2 tennis DT Club Y3 Gymnastics	Orchestra Band Y5-8 Football club Y4-6 Ball Games club Coding club Latin club

Before School and during lunchtimes there are also several music clubs including choirs (Junior / Lower School / Chamber Choir and South Lee Serenata) African Djembe drums, flute choir, recorder consort, guitar group, string group etc.