



Curriculum Policy

Including all of the Pre-Prep and Early Years Foundation Stage

DRW

Updated October 2018

Date	Person Conducting the Review	Changes Made
October 2017	DRW	<ul style="list-style-type: none"> • Details on the consequences of the new daily routine (consequences for lesson allocation, etc.). • Incorporation of planning for the open of the pre-prep in September 2018 • Outline of differing assessment approaches in years 4, 5 and 6 compared with years 7 and 8.
November 2017	DRW	<ul style="list-style-type: none"> • Clarification regarding ages of pre-prep pupils.
December 2017	DRW	<ul style="list-style-type: none"> • Further planning for the pre-prep curriculum and interaction with the prep school timetable
June 2018	DRW	<ul style="list-style-type: none"> • Further planning relating to the curriculum spread through the school and the splitting of Latin and Greek into separate subjects (apart from 8D and 8E which contain the potential scholarship candidates)
October 2018	DRW	<ul style="list-style-type: none"> • Update of the whole-school curriculum (incorporating both prep and pre-prep).

Aims and Objectives

- We seek above all to provide a safe, happy learning environment where our pupils can flourish and develop into moral, understanding and enquiring individuals ready to make a positive contribution to the world around them.
- We aspire to equip boys between 4 and 13-years-old with the knowledge and skills to make good progress, appropriate to their age.
- We seek to help pupils make good progress in every aspect of their development - personally, socially, in their physical and mental health and their academic development.
- We strive to equip pupils from the age of 4 to 13-years-old with a curriculum that supports these ambitions. This is informed by a precise understanding of the entry requirements to the leading independent senior schools.

Our principal aims and objectives are:

- To provide a full-time supervised education to pupils between the ages of 4 and 13 which gives them;
 - self-knowledge, self-esteem and self-confidence
 - the ability to distinguish between right and wrong
 - an understanding of the world; knowledge and respect for each other and the rule of law
 - communication, language, mathematical and literacy skills
 - physical, personal, social and emotional development
 - experience in scientific, technological, expressive arts and design education
- To provide a spiritual, moral, social and cultural education which gives pupils an understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Whilst all teaching is designed to support these values, it is explicitly addressed in PSHEE, chapel and assemblies.
- To provide an environment which prohibits political indoctrination through the balanced presentation of opposing views and precludes the promotion of a particular political agenda.
- To provide subject matter appropriate for pupils between the ages of 4 and 13 and across the range of aptitudes and needs - including where the pupil has an Educational Health Care (EHC) plan – and to differentiate lessons in line with recommendations for support in class where required.
- To provide opportunities for pupils between the ages of 4-13 of all aptitudes and needs - including where the pupil has an EHC plan - to acquire speaking, listening, literacy and numeracy skills, facilitating differentiation, learning support and English as an additional Language lessons where required.
- To give a pupil with a statement an education which takes into account their age, aptitude and both short and long term needs.
- To provide a personal, social, health and economic education (PSHEE) which reflects the school's aims and ethos and is appropriate to the specific age and stage of pupils within the 4-13-year-old age range of the school.
- To provide PSHEE appropriate to the specific age of pupils in the 4 to 13-year-old age range in the school which provides pupils with an (appropriate) understanding of the importance of identifying and combatting discrimination; that the freedom to hold other faiths and beliefs is protected in law, should be tolerated and should not be the cause of prejudicial or discriminatory behaviour; and which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).

- To provide appropriate careers guidance for pupils receiving secondary education (in years 7 and 8) which is delivered through personal, social and health (PSHEE) education and individual tutorials (please refer to separate PSHEE Policy document).
- To give all pupils between the ages of 4 and 13 the opportunity to learn and make progress.
- To prepare pupils between the ages of 4 and 13 for the opportunities, responsibilities and experiences of life in British society.

Curriculum – whole-school

- We believe that a Summer Fields curriculum should inspire our pupils with a love of learning and give them the skills and values which they will draw on throughout their life. Within the curriculum we give our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- The subject-matter which we teach is relevant, inspiring and appropriate for the age and aptitudes of the boys, including any pupils with a statement.
- The opening of the pre-prep in September 2018 requires – and will continue to require - significant, on-going planning to provide a curriculum that supports pupils between the ages of 4 and 13-years-old to make good progress. The changes in the prep school daily routine and the creation of a summer and winter daily schedule for 2018-19 has been undertaken with this in mind.
- Further planning regarding the transition from year 3 to year 4 is critical for the achievement of our aims and objectives.
- Where a pupil has a statement we provide a full-time education which fulfils the requirements of the statement and the needs of the boy concerned.
- We teach Personal, Social and Health Education (incorporating Citizenship) Economic Education reflecting our aims and ethos formally as part of the timetabled curriculum, but we also communicate ideas of a social and moral nature in religious services and secular assemblies as well as in Form Masters' and Tutors' periods.
- Through a combination of academic lessons including PSHEE, services and assemblies, and form and tutor periods we seek to prepare our pupils for the opportunities, responsibilities and experiences of adult life. It is our aim to develop our pupils to be pro-active and responsible citizens for the future. The curriculum is designed to develop pupils' understanding and preparedness to enter British society through a number of elements including PSHEE, specific topics in academic subjects such as History and through day to day interaction between staff and pupils. Specific details of PSHEE teaching are contained in the PSHEE Policy.

Curriculum – pre-prep

- Pupils will benefit from a fun and challenging curriculum within a nurturing pre-prep environment. The school's extensive grounds, plantation and river access will enable Forest School and outdoor learning to be integral to the curriculum and life of the school.
- Reception and Year 1 classes (from 2019) will have dedicated access to outdoor learning spaces direct from their classrooms. Here they will be able to work, investigate and experiment.
- The Reception curriculum will focus on the 7 Areas of Learning based on the Early Years Foundation Stage (EYFS), which recognises the importance of nurturing positive relationships and tailoring the environment to meet the needs and interests of each unique child.
- Languages will be delivered by subject specialists from Reception upwards.
- In Years 1 to 3 the curriculum will build on the excellent foundations laid in the Reception Year. The characteristics of effective learning will continue to form an integral part of each boy's academic development and underpin every aspect of it.

- The core subjects will be taught by Class Teachers with a Teaching Assistant in a programmed and tailored manner, geared towards all abilities and learning styles. Topic-based teaching will help provide a real-life context to learning for each boy. Topics will seek to motivate, challenge, inspire and engage.
- There will be daily phonics and numeracy lessons. There will also be regular reading, handwriting and problem-solving lessons. These will be supplemented by a wide variety of other learning experiences to deliver excellent foundations for future development and the beginning of a learning journey that will benefit pupils throughout their academic life.
- There will be a very easy transition to the prep school with no academic lag - pupils will be ready to take full advantage of all that the prep has to offer as soon as they make the move up to Year 4.

Forest School

- Forest school will take place on a dedicated site on the school grounds.
- Each year group will have a weekly Forest school lesson delivered by a Forest School-trained teacher.
- At Forest school pupils will learn skills such as woodcarving, cookery, shelter building, management of the environment, cookery and woodcarving (in addition to learning how best to minimise and manage risk in an outdoor environment).

Music

- From age 4, all pupils will have access to specialist music teaching.
- Music will form a significant part of the curriculum with at least two half-hour class music lessons each week and other small group clubs (all taught by music specialists).
- Class music lessons will focus on singing and the use of instruments.
- Individual or shared instrumental lessons will be available from Year 2 in piano, violin or recorder
- All children will join in with Christmas musical performances and other performance events at other times through the year

Languages

- Spanish will be taught in Reception by a high-level Spanish speaker who will use interactive activities focusing on speaking skills, games and music.
- French will be taught in years 2 and 3 by a subject specialist who will use interactive activities focusing on speaking skills, games and music.
- Opportunities to learn and experience other languages will be possible through activities and other special events through the year, like the European Day of Languages.

Art, DT and Science

- These lessons will usually be taught by the pre-prep class teacher but there will be times when the pre-prep benefits from the input of specialist teachers from the prep and in being able to use the first-class prep school facilities to support the children's learning, particularly through after school activities.

Extra Support Lessons

- Most additional support will take place in the classroom and will be carried out by the class teacher and teaching assistant as part of the daily lessons.

- A qualified and experienced team of Learning Support and EAL teachers are on hand to help children with extra language, literacy and numeracy skills. These will take place 1-to-1 or in small groups according to individual needs.

Library

- The pre-prep has its own computerised library and ICT learning space.

Homework

- Homework will start gently in Reception with an emphasis on regular reading and phonics.
- In Years 2 and 3 the amount of homework will grow appropriately and will focus primarily on reading, phonics, spelling and times tables.

Curriculum – prep school

- Changes to the 2017-18 curriculum in the prep school were made to improve the education we deliver and with significant regard to the opening of the pre-prep in September 2018.
- Further changes to the daily schedule were made with the development of a summer and winter daily schedule for the prep school. This will help with access of the pre-prep to sports facilities and also continuity from term to term in the prep school timetable (as the result of the removal of a split games approach).
- Lessons in the prep school are 35 minutes in length; in years 4, 5 and 6 there are nine timetabled lessons on Monday, Tuesday, Thursday and Friday with six timetabled lessons on Wednesday and Saturday. Everyday there are two lessons of games and on Monday, Tuesday, Thursday and Friday a single 45-minute period devoted to Activities.
- In years 7 and 8 Monday, Tuesday, Wednesday, Thursday and Friday possesses an additional 40-minute private study period from 6pm.
- At year 4 the timetable in the prep school has a focus on literacy and numeracy whilst including all other core elements of the curriculum. Year 5 adds the study of Latin. The allocation of lessons is similar in Year 6.
- In year 7 all pupils start the study of Greek. Through the year provision is made for those for whom continuing to study Greek is deemed to not be in their best interests in the form of two study skills lessons timetabled to coincide with the two lessons of Greek the rest of the year group will experience.
- In year 8 some pupils are taught a differentiated curriculum in preparation for undertaking an academic scholarship at their senior school (e.g. the study of Classics rather than Latin and Greek; the inclusion of two General lessons a week in the place of Activities, etc.).
- Throughout the week all pupils have timetabled Games every day from Monday to Saturday, timetabled PSHEE periods and four periods of extra-curricular activities.
- There are 18 forms in total. Year 4 is made up of two forms; year 5 of three forms; year 6 of four forms; year 7 of form forms; and year 8 of five forms. Forms are differentiated by higher ability (5M) and mixed ability (5P and 5C) in year 5. In year 6 there are two parallel higher forms (6LM and 6B) and two parallel mixed ability forms (6F and 6H). This is the same in year 7 with two higher parallel forms (7J and 7L) and two parallel mixed ability forms (7B and 7G). In year 8 there is a scholarship class (8D) for those attempting an Eton King's Scholarship, Winchester Election, Westminster scholarship and MCS scholarship; a Winchester Entrance, alternative scholarship and top Common Entrance form (8E); a top Common Entrance form (8L); and two parallel mixed ability Common Entrance forms (8R and 8W).

- A breakdown of the 2018-19 Curriculum (by year) is shown below:

	Year 4	Year 5	Year 6	Year 7	Year 8	Year 8 Scholarship	8R and 8W
English	8	8	7	7	6	6	6
Maths	8	8	7	7	7	7	7
Science	4	4	4	6	6	6	6
French	3	3	4	5	6	6	6
Latin		3	3	4	5	5	5
Greek				2	2	2	2
Geography	2	2	3	3	3	3	3
History	2	2	3	3	3	3	3
RS	2	2	3	3	3	3	3
Activities	4	4	4	4	4	4	4
Art	2	2	2	2	2	2	2
Drama	1						
DT	2	2	2	2	2	2	2
Music	2	2	2	1	1	1	1
ICT	3	2	1	1	1	1	1
PE	1	1	1	1			
PSHEE	1	1	1	1	1	1	1
Games	12	12	12	12	12	12	12
Private Study	5	4	5	5	5	5	5
Swimming	1	1					
Reading (MT and ET only for year 5)	1	1					
CPP (ST only)		1					
Total	64	64	64	64	64	64	64

Teaching and Learning

- We seek to provide the broadest possible education, to the highest degree of excellence, for all our pupils at all times. We strive to instil a love of learning in all boys, and we endeavour to offer them the fullest opportunity to stretch the boundaries of their individual ability. Pupils of all ages, aptitudes and needs - including where the pupil has an EHC plan - have the opportunity to acquire new knowledge, learn and make progress. Summer Fields ensures that children

receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes.

- We assess our pupils at entry and monitor them throughout their time at Summer Fields through a combination of academic assessments. Progress Tests in English and Maths; CAT4 testing; and the Accelerated Reader Program are utilised to monitor progress across the whole school.
- Pupils who are identified as having specific educational needs (including EAL) will be referred to the Learning Support Department (and Director of Studies) for assessment and curriculum support.
- Outside of lessons there are a number of clubs and societies which are designed to enrich the curriculum provision. The curriculum is therefore designed to be accessible for all including those with special educational needs or learning difficulties, those for whom English is an additional language, and the ablest. For more information, please refer to the separate Gifted and Talented and Special Needs Policies.
- Our teaching is directed at enabling boys to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects we teach.
- We strive to foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn independently for themselves.
- Our teachers are well qualified and passionate about their subjects, and they do their utmost to convey their enthusiasm to the pupils. They have strong and appropriate knowledge and understanding of the subject-matter they teach.
- Lessons are well-planned and teachers use effective methods and activities, and manage class time well. We consistently use effective strategies for managing behaviour and encouraging our pupils to act responsibly. In our lessons we employ a high quality, quantity and range of classroom resources, which we use effectively.
- We look to involve parents where appropriate in the academic development of their child through regular formal and informal contact. We employ specialist staff to identify, monitor and support boys with specific learning difficulties.
- We mark pupils' work regularly, thoroughly and consistently. We explain our expectations clearly to the boys and we demand high standards of them. We reward good work, presentation and effort and we use a fair and constructive system of sanctions when a pupil's work falls below a satisfactory level. Work is scrutinised at both a departmental and whole school level during the academic year.
- We have regular formal assessments for pupils in the prep school. Pupils in years 4, 5 and 6 undertake assessments during the Michaelmas term. Years 7 and 8 sit internal exams in the Michaelmas term with year 8 attempting a further set of internal exams in the Lent term. Year 8 sit external exams in the summer term (with some scholarship exams at the end of the Lent term). Years 4, 5, 6 and 7 all sit internal exams in the summer term. All teachers meet to discuss the boys' grades and results after each set of assessments and exams. The framework we employ to assess pupils' work provides our teachers with the necessary information to plan teaching, so that pupils can always continue to progress.
- Boys undertake tests measuring their progress in English and Maths; verbal, quantitative, non-verbal and spatial reasoning; and reading; every year. These tests draw attention to specific areas of strength and weakness. All standardised scores are maintained on the school database and are accessible to all staff to help in their lesson planning and in gaining a fuller understanding of their pupils during their time at Summer Fields. Staff and Heads of department are encouraged to make use of this facility to ensure boys are making progress in their learning.