| BRIGHTON GIRLS POLICY (PREP) |
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| **CURRICULUM (**including the EYFS) |
| **Document Control**  |
| **Document Owner & Contact Person :** | **Valid as of:**  |
| Laura ComerfordPrep Head  | September 2023 |
| **School:** | **Version:** | **Last Review:** |
| Brighton Girls | 08 | September 2023 |

# Introduction

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Brighton Girls Prep School, and applies equally to the Early Years Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2. The policy aims to take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC plan) or special educational needs (SEN). The school’s aims, ethos and values encourage respect for other people through our twin ethos of Kind and Bold, and pay particular attention to the protected characteristics set out in the Equality Act, 2010. Pupils are taught respect, tolerance and inclusion throughout daily school life and in every lesson and activity in which they take part.

# List of ABBREVIATIONS & MEANINGS

GDST Girls’ Day School Trust

BG Brighton Girls

ICT Information and Communication Technologies

KS Key Stage

MFL Modern Foreign Language

N Nursery

P Period

PE Physical Education

PSHE Personal, Social and Health and Economic Education

WRAP Worldviews, Religion and Philosophy

RSE Relationships and Sex Education

Y Year

**May / Should** Advisory

**Shall / Must** Mandatory

# Intention and Implementation

## Aims

At Brighton Girls, our curriculum is based on full-time supervised education for pupils of compulsory school age (in accordance with the Education Act 1996). The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. Our curriculum guarantees that we as a school facilitate and develop independence and responsibility for all of our pupils. We ensure that all pupils have access to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account. The curriculum at Brighton Girls gives pupils a wide experience of mathematical, scientific, linguistic, technological, human and social, physical and creative education. We aim to teach the pupils how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their full potential while incorporating the school values.

Wellbeing is a crucial part of the curriculum and is delivered through timetabled PSHE lessons in R to Y6, as well as through special days, Wellbeing weeks and through bespoke form times. Fundamental British Values are emphasised and taught throughout the curriculum. School assemblies address spiritual and social issues of the day, also reflecting the school’s aims and ethos.

The Prep School implements a written policy on the curriculum, supported by appropriate plans and schemes of work. The written policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

All pupils acquire speaking, listening, literacy and numeracy skills, and personal, social, health and economic education that reflects the school’s aims and ethos. We encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. All pupils have the opportunity to learn and make progress, and pupils are effectively prepared for the opportunities, responsibilities and experiences of British Society.

The curriculum in the Prep School is delivered in three stages, with careful planning to ensure progression across all three stages. Links between Subject Leaders in Prep School and Senior School also ensure continuity from KS2 into KS3. The range of pupil ability is broader than in some other independent and maintained selective schools. Where appropriate, the curriculum for individual girls is adjusted to meet their needs, for example by providing additional support in English as an Additional Language or providing SEND support. Pupils identified as most able are offered appropriate additional activities as opportunities arise.

### On top of these expectations teachers aim to:

* Cater for the needs of all children, including the most able and those who are experiencing learning difficulties
* Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
* Create and maintain an exciting and stimulating learning environment using the resources we have in and out of school. E.g. trips/visitors/speakers
* Ensure that each child's education has continuity and progression
* Ensure that there is a match between the child and the tasks they are asked to perform
* Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
* To build a strong link between home and school through the use of Homework books and in KS2, Google Classroom as an online platform to share and build skills.
* Treat children in a dignified way

### We aim that all children should:

* Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
* Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
* Be happy, cheerful and well balanced
* Be enthusiastic and eager to put their best into all activities and hove pride over their learning.
* Begin acquiring a set of moral values, such as honesty, on which to base their own behaviour
* Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
* Care for and take pride in their school
* Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
* Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
* Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
* Develop an enquiring mind and scientific approach to problems
* Have an opportunity to solve problems using technological skills and devices
* Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
* Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
* Have some knowledge of the beliefs of the major world religions
* Develop agility, physical coordination and confidence in and through movement
* Know how to apply the basic principles of health, hygiene and safety

## Curriculum Organisation

The Prep School works off a 1 x weekly timetable.

There are specialist subject teachers for PE, Music, MFL and Science.

Subject allocation per week (total 50 periods)is as follows:

|  | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Staff** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| English | 10 | 10 | 8 | 10 | 10 | 10 | CT |
| Phonics | 4 | 4 | 0 | 0 | 0 | 0 | CT |
| Library | 1 | 1 | 1 | 1 | 1 | 1 | CT |
| SPaG | 0 | 0 | 3 | 1 | 1 | 0 | CT |
| Maths | 10 | 10 | 9 | 9 | 9 | 10 | CT |
| Topic | 3 | 3 | 2 | 0 | 0 | 0 | CT |
| Art/DT | 2 | 2 | 2 | 2 | 2 | 2 | CT |
| Science | 2 | 2 | 2 | 4 | 4 | 4 | CT |
| Humanities | 0 | 0 | 0 | 4 | 4 | 4 | CT |
| WRAP | 1 | 1 | 1 | 1 | 1 | 1 | CT |
| PSHE | 1 | 1 | 1 | 1 | 1 | 1 | CT |
| Computing | 2 | 2 | 2 | 2 | 2 | 2 | CT |
| Swimming | 5 | 5 | 5 | 0 | 0 | 0 | CT/Sp |
| Form Time | 1 | 1 | 1 | 1 | 1 | 1 | CT |
| PE/Games | 4 | 4 | 4 | 4 | 4 | 4 | Sp |
| Fixtures |  |  | 4 | 4 | 4 | 4 | Sp |
| Music | 2 | 2 | 2 | 2 | 2 | 2 | Sp |
| Choir | 1 | 1 | 1 | 1 | 1 | 1 | Sp |
| Lang | 1 | 1 | 2 | 2 | 2 | 2 | Sp |
| Golden Time | during lunch | during lunch | during lunch | 1 | 1 | 1 | CT |
| TOTAL | 50 | 50 | 50 | 50 | 50 | 50 |  |

CT= Classteacher; Sp= specialist teacher

The EYFS weekly timetable is below:

|  | 1Mon | 1Tue | 1Wed | 1Thu | 1Fri |
| --- | --- | --- | --- | --- | --- |
| 8.30am | Registration | Registration | Registration | Registration | Registration |
| 8.45am | Form time | Assembly | Singing Assembly | Form time | Celebration assembly |
| 9.10am | Phonics | Phonics | Music AW | Maths KR | PE TXS |
| 9.40am | Literacy | Literacy | Music AW | Phonics | Phonics |
| 10.10am | Break | Break | Break | Break | Break |
| 10.30am | Maths | Maths | Phonics | Literacy | Reading  |
| 11.00am | Physical development | UTW / Topic | Maths | Literacy | Maths  |
| 11.30am | Exploring | UTW / Topic | Reading HWH | PE TXS | Computing LL |
| 12.00pm | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12.30am | Break | Break | Break | Break | Break |
| 1.00pm | Reading | Exploring  | PD  | EAD | Swimming  |
| 1.30pm | EAD | French KR | UTW / Topic | EAD | Swimming  |
| 2.00pm | EAD | PSED | UTW / Topic | EAD | Swimming  |
| 2.30pm | EAD | PSED | UTW/Topic | EAD  | Swimming  |
| 3.00pm | Story and song | Story and song | Story and song | Story and song  | Story and song |
| 3.30pm | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |

### Outline of our school day:

| 8:30-8:45 | Registration |
| --- | --- |
| 8:45-9:10 | Assembly |
| 9:10-9:40 | p.1a |
| 9:40-10:10 | p.1b |
| 10:10-10:30 | Break |
| 10:30-11:00 | p.2a |
| 11:00-11:30 | p.2b |
| 11:30-12:00 | p.3a |
| 12:00-12:30 | Lunch |
| 12:30-13:00 | Lunch/Play |
| 13:00-13:30 | p.3b |
| 13:30-14:00 | p.4a |
| 14:00-14:30 | p.4b |
| 14:30-15:00 | p.5a |
| 15:00-15:30 | p.5b |
| 15:30 | Pre-prep Dismiss & Clubs |
| 15:40 | Y3-6 Dismiss & Clubs |

# Subject Specific Information

### English: We follow the Power of Reading curriculum, which is produced by the Centre for Literacy in Primary Education. Pupils complete termly writing assessments which are moderated and discussed at staff meetings.

* + 1. Mathematics: We follow the White Rose mathematics curriculum, supplemented by materials produced by the NCETM (National Centre for Excellence in Teaching Mathematics). Our lessons are all mixed ability and follow a high ceiling, low threshold approach, which means that they are accessible for everyone; everyone has an appropriate challenge, and all needs are differentiated for. This allows students to work at different paces and take work to different depths at different times while still working towards the same learning objective. Assessment is through the White Rose end of unit assessments and GL Progress tests are used at the end of the year.
		2. Science is taught according to our own Brighton Girls scheme of work but follows the National Curriculum PoS. We use GL Progress tests to measure progress in science.
		3. Humanities is taught using Rising Stars History and Geography ‘Voyagers’. This is a knowledge rich scheme that ensures clear progression from years 1-6 and measures progress and gaps in learning through formative and summative assessment materials, linked to progression frameworks. Pupils in the EYFS explore topics that follow their interests and that link to the Early Learning Goal, Understanding the World: Past and Present; People, Culture and Communities.
		4. Computing is taught using NCCE schemes of work (National Centre for Computing Education). Computing is taught as a discrete subject across all year groups from Y1 - Y6. Pupils in Reception (EYFS) are given opportunities to explore information and communication technology within their learning. We teach a broad curriculum that includes physical computing, computer systems, and coding.
		5. PSHE and RSE is taught through the scheme ‘1 Decision’ and using planning and resources published by the PSHE Association. PSHE is a crucial subject in the curriculum and is taught regularly throughout the year via timetabled lessons and through form times, wellbeing events and assemblies.
		6. WRAP is taught using the Plan Bee scheme of work in which children are able to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development.
		7. PE and Games: Pupils are provided with opportunities to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Sport is taught by a subject specialist, supported by one other member of the teaching staff. Sport is divided up across the year according to autumn/spring sports and summer sports. All pupils have the opportunity to attend extra-curricular clubs and participate in matches and fixtures. All pupils have the opportunity to take part in the Dance Festival, ‘Momentum’. This is a school wide celebration of dance and movement.
		8. Art/Design: Art and Design are taught using a bespoke Brighton Girls scheme of work that includes focus on a wide variety of media, techniques, artists and is closely linked to the wider curriculum.
		9. Music: Music is taught by our specialist teacher throughout Foundation Stage, Key Stage 1 and Key Stage 2. The Prep School has several thriving choirs, including a Chamber Choir for Y5 and 6. Music concerts take place regularly in which all girls participate, for example, Christmas and Summer Concerts, along with Year 4 and Year 6 plays and the Grandparents’ Tea. There are also informal concerts where girls may perform to a small audience. Pupils may attend peripatetic music lessons during the school day. Curriculum music is taught using the Kodály system, which is an approach to music education rooted in the idea that music should be a social and cultural experience. The Kodály approach to teaching music asserts that musical concepts, creativity, and collaboration are best taught in group music lessons, particularly for young children.
1. EYFS

	* 1. The school ensures that the children in Reception have access to the Early Years Foundation Stage curriculum’s seven areas of learning: Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Through this the children are taught personal, social, emotional, physical development and communication and language skills appropriate for their age (see the Early Years Foundation Stage policy).
2. Assessment and Meeting the Needs of All Learners

	* 1. All lessons are taught in mixed ability classes. There is no setting or streaming at Brighton Girls. All lessons are high ceiling, low threshold, which means that they are accessible for everyone and all needs are differentiated for. Pupils who have an individual learning need or have English as an Additional Language are supported by their class teacher and by the SENDCo and LSAs as appropriate. (See SEND policy)
		2. Assessment takes the form of summative age standardised assessments, which are conducted at set points in the year to track pupil progress, as well as regular formative teacher assessment and low stakes class assessments and quizzes. Writing assessments take place termly and are moderated at a staff meeting. All teachers attend Pupil Progress Meetings, attended by the SENDCo, Deputy Head and Prep Head aimed at tracking progress, identifying need and evaluating existing interventions. These take place termly. EYFS profiles are produced at the end of the Reception year and are shared with parents.

# appendix

NIL

# document history

| **Document Title** | **Version** | **Date of Issue** | **Change**  | **Updated by**  | **Status** |
| --- | --- | --- | --- | --- | --- |
| BHP Curriculum Policy | 04 | July2018  | Full review & new policy template  | Jenny Blacker, Paul Fairhurst | Expired  |
| Brighton Girls | 05 | September 2019 | Full review | Jenny Blacker | Expired |
| Brighton Girls | 06 | Sept 2021 | Fullreview | Laura Comerford | Expired |
| Brighton Girls | 07 | Sept 2022 | Full review | Laura Comerford | Expired |
| Brighton Girls | 08 | Sept 2023 | Full Review | Jenny Blacker | Live |

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