



PRINCE'S MEAD

Curriculum Policy

FEBRUARY 2021



At Prince's Mead we are committed to providing a rigorous academic and intellectual education from the Early Years Foundation Stage through to Year 6, which will challenge and engage pupils and offer continuity and progression of learning and is appropriate to their age, aptitude and their needs. We believe it is the right of every pupil in our care to have the opportunity to learn and make appropriate progress across all subject areas and those pupils who are classified as able and those needing learning support are provided with the stimulus and means to achieve; where a pupil has an Educational Health Plan, he/she will be given an education which fulfills its requirements. This support for all pupils provides a life-long love of learning and provides our pupils with a secure foundation on which to continue into Higher Education and careers of their choice and giving them adequate preparation for the opportunities, responsibilities and experiences of life in a British society.

Two of the school's aims embrace the approach the school takes to the curriculum and the learning experience:

- To have high expectations for life in social, academic, creative, spiritual, economic and sporting disciplines.
- To develop creative and independent children equipped with skills which enable them to rise to future challenges.

At Prince's Mead, all pupils of compulsory school age receive a full-time supervised education (construed in accordance with section 8 of the Education Act 1996). Pupils are taught 40 periods per week and each lesson is of 40 or 45 minute periods. There is a strong emphasis on encouraging pupils to become enthusiastic and independent learners through the planning of a broad and varied curriculum, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as promoting each pupil's spiritual, moral, cultural and mental development, thereby preparing him/her for the next stage of education. It adheres to the core requirements of the Early Years Foundation Stage curriculum, National Curriculum, Literacy and Numeracy Strategies, but also goes much further. Pupils acquire speaking, listening, literacy and numeracy skills. They receive a personal, social, health and economic education which reflects the school's aim and ethos, which includes understanding the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils below compulsory school age have 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.

We expect our pupils to come into contact with the elements of learning - knowledge, concepts, skills and attitudes and the areas of learning experience - aesthetic, creative, human and social, literary and linguistic, mathematical, moral, physical, scientific, technological and spiritual. Through training undertaken within the school, we are all aware of the VAK approach, visual, auditory and kinaesthetic learning. These elements form an integral part of our planning and teaching, where appropriate. The subject matter is appropriate for the ages and aptitudes of all pupils, including those pupils with EAL, SEND and who are recognised on the school STA (Special Talents and Abilities) list.

Our pupils in the Foundation Stage follow the EYFS seven areas of learning as their core curriculum. The programme of activities is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills, as well as literacy, mathematics, understanding the world and expressive arts and design. In many ways the subject matter of these Early Learning Goals is taught

throughout the whole school and sums up the holistic approach to learning and the linkage between subjects. We believe in creating a positive work ethos, where children are praised and encouraged, challenged to explore and make discoveries about the world in which they live and to feel comfortable about making mistakes in order that they can learn.

In the Foundation Stage and Years One and Two, the pupils are taught by their form teachers and some subject specialists. In Years Three - Six, more specialist teaching is progressively introduced and by the time pupils are in Year Six, they are taught almost entirely by subject specialists. We have specialist staff in PE, ICT, MFL and Music, and these teachers teach children from Reception upwards.



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Heads of Department, subject coordinators (together with relevant staff at different stages) produce a long term map for their subject and its delivery, as well as medium term planning highlighting the statutory content of the EYFS/National Curriculum and the extension opportunities we offer. These can all be found in the departmental subject files and are regularly reviewed and updated. Short term planning is left to the teacher concerned.

The regular monitoring of Teaching and Learning by the Headmaster, Senior Leadership Team and Heads of Department ensures the quality of education, which is an integral element of Prince's Mead, is constantly reviewed and updated and of a standard one would expect in such a school.

THE LIST OF SUBJECTS WHICH MAKE UP THE PRINCE'S MEAD SCHOOL CURRICULUM

Early Years Foundation Stage

The seven areas of learning are taught, appropriately banded as: the Prime Areas of Learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development

And the Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Characteristics of Effective Learning (COEL) are:

- Playing and Exploring
- Active Learning
- Creative and Thinking Critically

Key Stage 1 and 2

- English
- Mathematics
- Science
- Italian
- French
- History
- Geography
- Religious Education



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- ICT
- Art, Craft and Design
- Design Technology
- Music
- Drama
- Physical Education
- PSHEE

Notes: History, Geography and Religious Education are combined as Humanities in Key

Stage 1. Italian is taught to EYFS, Year 1 and Year 2. French is taught to Years 3 to 6.

In Years 4 to 6, the children experience Carousel, where they sign up to participate in activity, ranging from physical to creative activities.

In Year 6 children are involved in Enterprise.

AREAS OF EXPERIENCE

The Prince's Mead curriculum ensures that pupils acquire speaking, listening, literacy and numeracy skills and provides experience in each of the areas as follows:

Linguistic

There is a generous timetable allocation to English across the year groups. Subjects giving direct linguistic experience include English, Drama, French and Italian. However, speaking, listening, writing and reading and other vital communication skills are practiced in all areas of the curriculum through discussion, recording and general classroom interaction.

In the Early Years, linguistic experience is gained directly through planned activities within the Communication and Language and Literacy area of learning. However, communication skills are practiced constantly in all aspects of daily Reception life.

MATHEMATICS

There is a generous timetable allocation to Mathematics across the year groups. However, mathematical experience is also gained in many other subject areas such as Science, Geography and Technology.

TECHNOLOGICAL

In the Early Years, this area of experience is addressed through topics and falls within the Understanding the World area of learning.



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SCIENTIFIC

There is a comprehensively planned Science curriculum which is designed to promote knowledge and understanding, develop skills and encourage the processes of enquiry, discovery, recording and drawing conclusions.

In the Early Years, scientific experience is gained through the Understanding the World area of learning and through the cross-curricular topics which are planned each term. The school grounds are used by all pupils from the Early Years Foundation Stage to Year Six to enhance scientific discovery. These include the woodland trail, pond and wild flower areas. DT is timetabled in KS1 and KS2. This gives direct technological experience in terms of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation of projects. Experience in ICT is used widely across the curriculum via timetabled ICT lessons and through its use in most other subject areas.

The school has a Computer Suite which can accommodate whole classes, there are two sets of laptops and two sets of iPads for general use, with the science department having its own set. All classrooms have interactive whiteboards.

In the Early Years, there is constant computer provision and DT is present through the designing and making of objects within topics. Planned activities within the Understanding the World and the Expressive Arts and Design areas of learning as well as the unplanned and independent opportunities also make a contribution.

HUMAN AND SOCIAL

Geography, History, RE and PSHEE form the core input to Human and Social experience. These subjects are allocated approx. 4 - 5 periods per week in KS1 and KS2. The PSHEE education reflects the school's aims and ethos, as well as encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a). It also provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in a British society, including an understanding of the difference between state law and religious law. However, huge contributions to this are also made through the school's commitment to sustainability and other environmental issues. A number of charities are supported and a varied programme of assemblies also contributes to this area. Children in Year Six are also members of the school council for one term during which they attend regular meetings and actively help to make improvements to the school.

Extra experiences are provided throughout the school through visits to museums, field trips both at home and overseas and through interaction with visiting speakers.

PHYSICAL

The school has a wide range of facilities and resources, which include a Sports Hall, netball and tennis court and grassed areas for outdoor games. These facilities enable a wide variety of physical activities to take place.

There is also plenty of outdoor equipment which is available at playtimes to enhance physical development.

There is generous timetabled provision for Physical Education with specialist staff for all children from Reception upwards. The comprehensive programme includes the development of large and small movement, co-ordination, physical control and a wide variety of sporting skills. Children are encouraged to evaluate their performance and to develop tactical skills. Knowledge and understanding of the principles of fitness and health is also developed with additional input from the PSHEE curriculum.

In the Early Years Foundation Stage, the Reception class supplement their specialist lessons through further planned activities and unplanned opportunities for the Physical development area of learning. Reception children utilize the outdoor



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areas on a daily basis with a balance of planned and unplanned activities. The development of fine motor skills is provided through the use of tools and resources such as scissors, clockwork toys and malleable materials on a frequent basis.

AESTHETIC AND CREATIVE

The main subject areas contributing to this area of experience are English, Art, DT, Music, Drama and Dance (within PE curriculum). Children are encouraged to think and react creatively to the many stimuli that arise within lessons. In Year 6, children are involved in Enterprise, an entrepreneurial scheme. Extra experiences are provided through visiting artists, theatre trips, in-house music and theatrical events and library facilities.