



Rossall

INSPIRING EXCELLENCE

PREPARATORY CURRICULUM POLICY

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This policy also applies to the EYFS Reception class

1. Curriculum Aims

- Rossall Preparatory School is committed to providing a broad and balanced curriculum which will enable pupils not only to make progress in their learning and achieve high academic standards whilst at the same time to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.
- The Preparatory School's curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.
- The curriculum is designed so that every pupil is able to realise their potential and discover their skills and talents.
- The curriculum is designed to challenge all pupils across every year group.
- The wealth of co-curricular activities on offer provides a counterbalance to classroom learning through enriching provision by exposing pupils to the breadth of human understanding, skills, values, preferences and attitudes.
- The curriculum aims to provide academic breadth for the subjects offered and ensures that there is suitable challenge for the most able; equally the School also provides appropriately for those with specific learning needs with the support of the Learning Development department.
- Throughout and across the curriculum, we emphasise intellectual mastery (i.e. developing a curious mind to enquire, evaluate and reflect upon self, community and beyond), academic ambition and positive behaviours, as we build qualities of character which directly link to the Prep School's values:
 - ★ Respect
 - ★ Collaboration
 - ★ Courage
 - ★ Independence
 - ★ Perseverance
 - ★ Curiosity
- All pupils experience a range of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects, appropriate to their age and aptitudes.
- We aim to equip pupils with the knowledge and cultural capital they need to succeed in life.
- In the Early Years (i.e. Reception class) we follow the Early Years Foundation Stage and provide teaching and assessment in line with its requirements. This is set out in the EYFS Policy and Schemes of Work.
- Across EYFS, we promote the learning and development of our youngest children and ensure they are ready for Key Stage 1 through being taught the seven statutory areas: the Prime areas of Communication & Language, Physical Development and Personal, Social & Emotional Development; and the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Pupils are expected to acquire high-level skills in speaking and listening, literacy and numeracy. They participate in a personal, social and health education (PSHE) scheme appropriate for their age and experience and which reflects the school's aims and ethos. This programme is linked closely to the scheme followed in Year 7 and beyond.

Where there are pupils in the School whose first language is not English, the staff are sensitive to the needs of these pupils and the School arranges appropriate support where necessary.

Rossall promotes the historical and current values that underpin the national identity known as 'being British'. This is achieved through ensuring that the curriculum actively promotes Fundamental British Values. Rossall is a multicultural community within which we celebrate pupils and cultures from all over the world. Alongside this, the school is keen to support all pupils in learning about and deepening their understanding of British values, culture and systems.

2. Legislation and Guidance

This policy reflects, follows and in some cases, exceeds the requirements of the [National Curriculum programmes of study](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Organisation and Planning

The policy is supported by schemes of work drawn up by class teachers in collaboration with each other and the Headmaster of Prep School. The schemes of work are appropriate for the pupils, allow for progression through the School, and are revised regularly.

The curriculum is designed to:

- Provide a smooth progression through EYFS and the primary stage, and on to secondary education - an EYFS Policy outlines our specific approaches to curriculum design and delivery across the early years provision (0-5).
- Link by subject with Senior School subjects/departments.
- Ensure that pupils develop the essential literacy and numeracy skills.
- Provide pupils with a full and rounded entitlement to learning.
- Foster pupils' creativity and develop essential skills, including independent learning skills and maturity in decision making.
- Inspire pupils to a commitment to learning which will last a lifetime.
- Promote and engender the highest standards in all learning and teaching.
- Ensure that all pupils have the opportunity to learn and make maximum progress.
- Promote pupils' SMSC (spiritual, moral, social, cultural) development.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

As pupils progress through Rossall Prep School they should be able to:

- Develop a positive self-image
- Be effective users of skills of numeracy, literacy and oracy
- Make a positive impact on the environment
- Be independent, self-motivated and self-disciplined
- Appreciate human aspirations and achievements
- Work together in co-operative groups
- Acquire the competences and attitudes needed for adult life
- Develop an understanding as to how citizens can influence decision-making through the democratic process
- Develop an understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- Have an understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- Have an understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

The timetable is divided into thirty lessons spread over five days corresponding to a six period day (5 in Pre-Prep). In general, the lessons are circa 55 minutes in length and a two week timetable is in operation.

Work is differentiated as determined through knowledge of individual pupils' needs, academic performance, observed pace of work and any need for a particular type of differentiation. Careful monitoring takes place through regular awarding of assessment and effort grades, formative assessments, summative assessments (PUMA, PiRA), and cognitive assessments (CAT4).

Scrutiny of exercise books, work uploaded onto Google Classroom and pupil feedback help to ensure that pupils as a group and as individuals have the right attitudes to learning and pride in their work, and they are developing the ability to think and learn for themselves.

All teachers follow the Prep School Marking & Feedback Policy. Scrutiny of exercise books and online work ensures it is being adhered to. Long term planning is completed electronically at the beginning of each academic year and runs alongside subjects specific half-termly schemes of work. Schemes of work are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded through the school's reporting and assessment grades procedures. Pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education through the core and extended curriculum.

The following subjects are taught or offered to pupils of compulsory school age (Years 1-6) and provide pupils with a range of experiences indicated. The EYFS Reception class follows many of these subjects, as highlighted in the EYFS Policy. The table below summarises the principal subjects through which the seven experiences are provided, whilst not being exhaustive.

	Potential Experiences Provided for Pupils						
	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical	Aesthetic & Creative
English	✓				✓		✓
Mathematics		✓		✓			
Science		✓	✓	✓			
Topic (History & Geography)	✓		✓		✓		✓
Religious Studies (RS)	✓				✓		
Spanish	✓				✓		
Music				✓			✓
Physical Education						✓	
Games						✓	
Swimming						✓	
Drama	✓				✓	✓	✓
Dance					✓	✓	✓
PSHE	✓				✓		
Computing	✓	✓		✓	✓		✓
Rossall Rotation	✓	✓	✓	✓	✓	✓	✓
DT & Art (DART)				✓		✓	✓

The Chapel and the Assemblies programme provides opportunities for spiritual development, alongside Religious Studies.

Whilst Computing has timetabled lessons in Prep, it is also embedded throughout the curriculum.

*Rossall Rotation to include Beach Schools/ Forest Schools/ Cooking & Baking/ Astronomy/ Golf/ Farming

Subject Coordinators

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and regional level. They review the way the subject is taught in the school and plan for improvement. Subject coordinators often work in pairs/threes to support each other in ensuring development of their subjects:

- English, Topic & DART
- Maths, Science & Computing
- PSHE & RS
- PE, Games & Swimming
- Music, Drama & Dance
- Rossall Rotation

This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that learning intentions are clear and progression is planned into schemes of work.

All subject coordinators ensure the curriculum meets the needs of all learners, including those with special educational needs and those who are classified as gifted or talented.

Core Subject Overview

English

The main scheme we use in Language is dovetailed to the teaching of Phonics (*Essential Letters and Sounds*), as well as handwriting (*Letterjoin*) and spelling (*Spelling Shed*) schemes from Reception to Y6. These are complemented by specific resources to support the teaching of Grammar and Punctuation, as these are key areas. The artificial intelligence programme, *Century*, is used to further support pupils in the development of skills across comprehensions, SPaG, and writing.

Writing is taught through *Pathways to Write* to ensure key skills and progression for the children. Focusing on specific areas of learning, the scheme incorporates non-negotiable skills that have been cemented over previous years and units of learning. National Curriculum expectations are the main focus of each English session leading towards the expectation that the children can manipulate sentences, tense and the structure of writing to plan, write and edit their work. This expectation then runs throughout all aspects of the related unit of learning.

In Pre-Prep, we utilise a phonics scheme called '*Essential Letters and Sounds*', which was approved by the Department of Education in June 2021. It sets out a detailed synthetic, systematic programme for teaching phonics skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. Once children have completed Phonics in Year 2, they progress onto '*Twinkl's approved Phonics Scheme*' to complete Phase 6 which teaches learners spelling rules.

Mathematics

White Rose Maths provides structure for the teaching of this core subject. White Rose Maths is an educational initiative that emphasises a comprehensive understanding of Mathematics. It is a pedagogical approach designed to enhance maths skills and problem-solving skills.

The scheme provides pupils with a solid foundation in Mathematics. Students will gain a deep understanding of mathematics and enjoy solving mathematical problems with this course. The curriculum puts a significant emphasis on mathematical skills, curriculum content is well-sequenced in order to promote a depth of understanding.

For example, in primary schools, White Rose Maths might introduce fractions through visual representations and hands-on activities before progressing to more abstract concepts. This ensures that students have a concrete

understanding before moving on. The enriched approach combines interactive teaching tools alongside textbooks and practice books. It contains lesson-based formative assessments, as well as end of topic summative assessments that are built in. These elements support the staff in tracking progress more readily.

In addition, differentiated Mental Maths Books provide academic rigour beyond the classroom, to endeavour to promote using and applying Maths knowledge, skills and understanding. *Century*, *Times Table Rockstars* and *MyMaths* are utilised as an online learning platform for multiplication and ensure that pupils can access appropriate Maths related content in the virtual world. In Pre-Prep, *White Rose Maths* is complemented by TTRS/*NumBots* and White Rose 1-minute Maths which helps the children to build greater number confidence and fluency.

Science

Science is taught through a guided discovery approach in which pupils learn skills such as observing, inferring and experimenting. Our Science Curriculum uses hands-on investigative science activities to promote a deep understanding of scientific concepts and helps children develop effective methods of scientific enquiry. Pupils are afforded the opportunity to experiment and use scientific enquiry to form predictions and draw conclusions based around their findings. Assessments are conducted at the end of each half term unit. Close links are forged with the Senior School for use of equipment and laboratories.

Topic (History & Geography)

From Reception to Year 6, pupils are taught across half termly topic titles. These become more refined with Years 5 and 6, when the lessons are separated in History and Geography. The Topic titles feed much of the cross curricular links and, where possible, are embedded from the class book that is being studied in English (*Pathways to Write*). Coverage is ensured through additional areas of study across History & Geography so the pupils receive the opportunity to develop knowledge, skills and understanding of historical periods and geographical areas of study.

Spiritual, Moral, Social and Cultural Development, PSHE and Economic Education

Form time, Chapel, assemblies, PSHE and RS are all included within the timetable as specific times where spiritual, moral, social and cultural issues are raised and discussed. British values, such as promoting respect for others, are promoted. In addition, the curriculum is designed to be balanced in the SMSC areas, giving children the opportunity to discuss social and moral issues within different subjects and taking account of the wide range of cultures within our society. This is monitored by coordinators and discussed at staff meetings.

Alongside academic development, wider character and emotional development is of equal importance to the School, as demonstrated by our underlying school values. An underlying resilience alongside a freedom to 'fail' and improve through a process of repeated 'failures' is essential to a healthy education and is particularly important in a high-achieving environment in which all individual successes, often of very different types and magnitudes, need cherishing and celebrating.

Rossall School is fully committed to providing a comprehensive programme of PSHE for all its pupils to ensure their personal, as well as their academic development, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of PSHE, supported by the Director of Wellbeing. The Head of PSHE undertakes regular reviews of the school's provision to ensure that it is comprehensive, responsive and fit for purpose.

4. EYFS (Rec) Curriculum

We seek to provide:

- quality and consistency in our setting, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Our learning and development covers:

- the areas of learning and development shape activities and experiences (educational programmes) for children in our setting

- the early learning goals that we help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

Four guiding principles shape practice in our setting. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

There are seven areas of learning and development that shape educational programmes in our setting. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support our EYFS children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. The Characteristics of Effective Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically-thinking

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). ELGs support the Reception teacher to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1.

The Reception Baseline Assessment is a short observation based school assessment, taken in the first six weeks in which a child starts Reception. In the summer term, the class teacher reviews the ELGs in the EYFS Profile to decide whether each child is working below or at the expected levels. Judgements against the ELGs are based on observations, evidence in books and discussions with all staff involved with the child. The results of the Profile are shared with parents and carers via a report. Some of the EYFS profile results are reported to the local authority, who monitor the judgments made.

5. Monitoring Arrangements

Scrutiny of exercise books, lesson observations, learning walks, appraisal, work uploaded onto Google Classroom and pupil feedback via school council, pupil voice with the Head of Prep, and termly questionnaires, all help to provide in depth monitoring. Subject coordinators conduct subject reviews in the creation of specific subject annual action plans.

All schemes of work undergo both annual and ongoing reviews; this helps to ensure that lessons are well planned, that effective teaching methods and suitable activities are used, and that there is appropriate management of class time taking place. A variety of teaching and learning methods and materials are used to suit pupils' different needs.

Staff are encouraged to complete continued professional development, to visit each other's classes, and to visit other schools. Weekly CPD is conducted for Prep staff.

Governors visit to conduct curriculum reviews, and regular Educational Welfare Governor meetings are conducted in which the Head of Prep prepares papers for discussion. Relevant policies including 'Teaching and Learning' and the 'Curriculum' are reviewed annually.

6. Entrance Criteria

We seek to ensure all those children admitted to Rossall Prep School are both able to benefit from the rounded education provided and to be happy within the school community. We recognise our duty to embrace diversity, to be inclusive, and to work to overcome prejudice. We do not discriminate on the grounds of gender, race or religion.

All pupils at Rossall Prep School are expected to cooperate with the teaching and support staff. We also wish to establish a full partnership with parents in order to promote the interests of the pupil body. This partnership must be based upon mutual honesty and respect. We have the right to expect full disclosure of any additional learning requirements or medical circumstances known to parents at the point of entry, and thereafter.

We cannot offer places at Rossall School to those whom we cannot safeguard or uphold within our own pastoral and learning support systems.

We administer our own entrance assessments that are designed specifically for the age group in question. Where the age group is not appropriate for such testing, parental disclosure of any relevant previous educational report will be sought: this should include formal proof of prior testing, school reports, any learning development requirements, and any pertinent safeguarding information.

We reserve the right to make direct contact with any other previous school or educational establishment. Transition from one section of Rossall School to another is expected but cannot be guaranteed: there are occasions when such progression is not in the best interests of the child or the wider school community. In such circumstances, we will inform parents of relevant circumstances well in advance and offer guidance as to future options for schooling.

Key Transition points include:

Nursery → Reception

Pre-Prep → Prep (Year 2 to Year 3)

Prep → Senior School (Year 6 to Year 7)

Transition to Senior School is expected but not guaranteed. An exam is taken in the Lent term that supports the Prep School summative assessment data that is held for each individual child. Interviews are also conducted for scholarship pupils. All summative assessment data is shared with Senior School.

7. Learning Development

Where appropriate, pupils may have a statement of Special Educational needs or an EHC plan. These are monitored and actioned by the Learning Development Department in liaison with class teachers, the council, and parents. There are pupils with diagnosed Specific Learning Difficulties and who require varying degrees of support with their learning. Specialist Learning Support, tailored to individual needs, is available to all pupils at Rossall via the Learning Development Department. Teachers and teaching assistants are provided with advice about the classroom needs of pupils with specific learning needs, and the School makes reasonable adjustments in managing the timetables of pupils with both Learning and Physical difficulties. This includes appropriate teaching and learning in the classroom, use of teaching assistants, access arrangements for internal assessments and any one to one support that may be necessary. This is coordinated by the Head of Learning Development in conjunction with the Headmaster of Prep School.

Where appropriate, a LDP is drawn up by the Learning Development Department in relation to the needs of the pupils as identified during the assessment and planning stages. The pupils (where possible) and parents involved are fully consulted throughout the process. This document provides: an overview of the student's difficulties; agreed

outcomes; recommendations for high quality teaching and record of any additional support given to the pupil. The teaching staff and relevant pastoral staff (in particular houseparents) are notified when a new LDP is created. Staff are expected to consult and act upon the LDP. Regular reviews of the pupils are held and any amendments to the LDP circulated.

8. Other

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which informs the curriculum we offer and supports the development of the Rossall pupil. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. British values underpin much of our curriculum for instance in History, with its study of how the modern state developed and a balanced assessment of the impact of British Foreign Policy in the global setting.

All staff and pupils at Rossall are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will be rooted out, and democracy and the rights of individuals will take centre stage.

The Prevent Duty

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Further information may be found in our Safeguarding Policy.

Equal Opportunities

Rossall intends that all present and prospective pupils and staff shall enjoy equality of opportunity and shall not be disadvantaged by any condition or requirement that cannot be shown to be justifiable.

We provide extra English language support for any pupils who require it throughout the Prep School.

Pupils, staff, parents, governors and all external agencies who support the work of the School are aware of the aims of the School and its expectations of behaviour that reflect the commitment to a policy of equal opportunity.

All information and publicity that is disseminated will reflect the policy of equal opportunity. All aspects of the curriculum will reflect the School's commitment to equal opportunity and will respect the dignity and value of all individuals. Grouping of pupils will not be affected by conscious or unconscious stereotyping. The School's Code of Conduct will strongly reflect the commitment to combating prejudice.

Linked Policies & Documents

Teaching & Learning Policy

EYFS Policy

PSHE Policy

Admissions Policy

Safeguarding & Child Protection Policy

Learning Development Policy

Curriculum Planning Documents

Curriculum Maps

Assessment Policy

Marking & Feedback Policy