



**Sunninghill**  
PREP SCHOOL DORCHESTER

## **Curriculum Policy**

## Aims

Sunninghill Prep School aims to provide its pupils with a balanced and broad curriculum that prepares them for the opportunities, responsibilities and challenges of life above and beyond school.

The vast majority of our children arrive at school in their early years and stay with us through to Form 8 helping them achieve their first choice of independent or state school. This gives us the privilege of a gentle and supportive “slow bake”.

From an early age we aim to embed in all our pupils, Personal Learning and Thinking Skills (PLTs) that underpins their educational, social and physical needs. PLT skills are taught as an inherent part of every lesson, with teachers incorporating the required skills at the beginning of a lesson alongside the learning objective.

This policy relates to all ages from the EYFS upwards.

We follow the EYFS curriculum<sup>1</sup> in Nursery and Reception. In Junior Prep (Yr1-4) we follow an enhanced Key Stage 1 and 2 National programme of study<sup>2</sup> to cater for the high proportion of above average pupils in our classes. In Form 5 and 6 we use ISEB 11+ as a framework to base our program of study. In Form 7 and 8 we follow the ISEB Common Entrance syllabus and an enhanced Key Stage 3 programme for non CE subjects.

F1-6 children follow the Jigsaw scheme of work for PSHCE. Older children follow the ‘Lessonsource’ scheme of work. We consider this subject to be at the heart of our community and essential to our young learners in so many different respects.

A curriculum map is produced termly for every year group (see Appendix). This is displayed in each classroom and also sent home to parents so they can share subject discussion and also be involved with pre and post learning.

Our children take the National Key Stage 1 SATS in Year 2. These papers are marked internally.

At the end of Form 6 pupils sit the ISEB 11+ exams in English, maths and science. These exams are marked and moderated internally.

In Form 8, all pupils take Common Entrance exams. Papers are marked externally for those pupils registered with independent senior schools and internally, for those all other pupils. Some senior pupils may also take a variety of scholarships to independent schools including academic, sport, music and drama and all-rounder awards. To support their ambitions there are extra lessons available at lunch and after school.

We build practical problem-solving skills into the curriculum by creating opportunities in our weekly enrichment programmes, STEM challenges, Lions’ Lair, extra-curricular opportunities and yearly expeditions.

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<sup>1</sup>[EYFS Statutory Framework](#) effective from 1 September 2014

<sup>2</sup>DfE [National Curriculum programmes of study link](#)

The Creative Arts, incorporating art, dance, drama and music, are an integral part of our curriculum. They provide opportunities for dynamic learning, creative thinking, expressing themselves and performing to every pupil in our school.

## **Objectives**

The school intends to:

- ensure that pupils develop essential literacy, numeracy, ICT and scientific skills
- provide pupils with a full and rounded entitlement to learning, making the experience as personalised as possible
- foster pupils' creativity
- develop children's investigative, cooperative and independent learning skills
- promote a healthy lifestyle and encourage mental wellbeing
- inspire pupils to have a love of learning which will last a lifetime
- promote high standards in all learning and teaching
- ensure Religious Education is provided for all pupils
- ensure Fundamental British Values are embedded in schemes of work and that the curriculum aims to support anti-radicalisation amongst our pupils

## **Equal Opportunities**

All programmes of study cater for a range of pupils' academic ability, regardless of sex, race, disability, religion or belief. Differentiation is practised in every classroom to ensure all ability groups are appropriately challenged. Our SENCo, Mrs Thomasson, keeps staff informed of appropriate practical techniques to support our SEN pupils. A wide variety of teaching and learning methods and materials are used in all courses to cater for pupils' differing needs. These are highlighted in Departmental Policies and in Departmental Medium and/or Short Term Plans.

**Disabilities:** In accordance with the statutory requirements the school aims to identify these children early and to provide additional support (with additional parental funding, if necessary) to make the curriculum accessible to all pupils as far as is reasonably practicable.

## **Long Term Planning**

Heads of Department have an overview of the topics covered within each year group. This termly overview is collated as a grid which is used to produce a curriculum map for each year group (shared with parents via the portal).

Key aspects of strategic developments within the five year school improvement plan will be found in departmental long term plans. Each Head of Department undertakes an annual review to ensure that the following year's budget is prepared based on the strategic needs of the department.

## **Medium Term Planning**

Medium Term Planning should contain:

- reference to learning objectives/learning outcomes
- an outline of the main activities (where appropriate)
- the teacher's half-termly evaluation of the medium term plan (these documents should be a 'work in progress', regularly annotated by teachers to evaluate progress, suitability and include suggested updates)

## **Short Term Planning**

Short-term planning should contain:

- learning objectives and detailed activities
- success criteria
- how to establish pre and post learning and understanding
- opportunities for formative and/or summative assessment (including self, peer AFL)
- resources needed
- ways in which differentiation will take place including A, G+T provision
- reference to different Learning Styles

## **Areas of Experience**

The Sunninghill curriculum 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 and French. However, speaking, listening, writing and reading and other vital communication skills are practised in all areas of the curriculum through discussion, recording and general classroom interaction.

We tell all our teachers, no matter what subject they teach, that they are all teachers of English alongside their own subject.

Whilst French may be the language of choice we study in the classroom, we consider ourselves to be a language rich school. Children have the opportunity to study Mandarin, Portuguese and Spanish in extra-curricular clubs.

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

- **Mathematical**

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

In the EYFS, mathematical experience is provided through planned activities in problem solving, reasoning and numeracy, as well as through cross-curricular daily activities.

- **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 EYFS, scientific experience is gained through the Knowledge and Understanding of the World area of learning and through the cross-curricular topics which are planned each term.

The school grounds and the local area are used by all pupils from the EYFS to Year 8 to enhance scientific discovery.

- **Technological**

DT is timetabled on specific DT afternoons throughout the year. 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.

In 2016 we also introduced Food Technology to the Friday afternoon enrichment program.

Experience in ICT and Computing is used across the curriculum via timetabled Computing lessons and through its use in other subject areas as appropriate.

The school has a Computer suite which can accommodate whole classes and all classes have access to interactive whiteboards. Teachers can book their classes into the Computer suite in addition to discrete Computing lessons.

In the EYFS, there is computer provision and weekly specialist teaching but we are careful not to allow it to impede the social development of our youngest pupils. DT is present through the designing and making of objects within topics. Planned activities within the Knowledge and Understanding of the World and the Creative Development areas of learning also make a contribution.

- **Human and Social**

Geography, History, RE and PSHE form the core input to Human and Social experience. These subjects are combined in Junior Prep as our Creative Curriculum. From Form 5 upwards, they are studied as discrete subjects. Huge contributions to this are also made through the school's commitment to our enrichment program, Rights Respecting, Eco Schools, Forest Schools and other environmental issues. A number of charities are supported and a varied programme of assemblies also contributes to this area of study.

Extra experiences are provided through visits to museums, field trips in the region and through interaction with visiting speakers.

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

Our Pupil Voice committee also contributes to ideas and promotion of SMSC values.

- **Physical**

The school has an excellent range of facilities and resources which include a Sports Hall; an all-weather astro pitch (built 2016); an outdoor swimming pool;

large grassed areas for outdoor games; an outdoor classroom and a large nature garden.

Off-site we ski at Warmwell ski slope, play our home cricket matches at Martinstown Cricket Club, play our senior rugby games at Dorchester RUFC and sail, SUP and windsurf at the Weymouth and Portland Sailing Academy.

These facilities enable a wide variety of physical and practical activities to take place to a high standard.

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

There is generous timetabled provision for Physical Education with specialist staff for all children from Reception upwards.

This comprehensive programme includes the development of fine and gross 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 PSHCE curriculum.

In the EYFS, Nursery and Reception supplement their specialist lessons through further planned activities and unplanned opportunities for the physical development area of learning. Both Nursery and Reception utilize the outdoor 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 Creative Arts are integrated into all areas of school life and are the bedrock of the creative curriculum and confidence building, practical education we provide.

The main Creative Curriculum subjects are Art, Dance, Drama and Music. Each subject is delivered by a subject specialist. Music & Drama are taught together as a combined subject.

Dance is incorporated in Music & Drama and P.E lessons. All subjects are also delivered through assemblies, shows & concerts, church services, LAMDA, PSHCE and Friday afternoon Enrichments.

At present in the region of one hundred pupils learn at least one musical instrument in school through our peripatetic teaching program.

Extra experiences are provided through visiting major productions, visiting artists, theatre trips and theatrical events. Artists are involved in workshops with all year groups through creative days and enrichments, including sculptors, model makers, puppeteers and ceramicists. Musicians, as well as pupils from senior schools, are invited in to conduct workshops and develop musical talent. Drama and dance specialists are invited in to deliver enrichment days.

## **Subjects offered**

## **EYFS**

Literacy, Numeracy, Creativity, Physical Skills, the World About Us and Personal, Social and Emotional development Skills.

## **Junior Prep**

Literacy, Numeracy, Computing, Science, French, Humanities, Religious Studies, Art, Music and Drama, PE, Games, PSHCE, Outdoor Pursuits.  
DT is added into the enrichment programme.

## **Prep**

As for Junior Prep, but Geography and History are studied as discrete subjects from Year 5. Food Technology and DT are added into the enrichment program.

## **Religious Education**

Religious Education is available to all pupils. Parents have the right to withdraw their children from this subject.

## **Collective Worship**

All pupils are expected to take part in collective worship. The school has a programme of collective worships involving whole-school assemblies, junior/senior assemblies and year group assemblies.

Major services take place at the end of each term in the two main churches in the town (St. Peter's and St George's) To make sure that we embed British values in the minds and hearts of our children we also celebrate events such as Remembrance Day, royal occasions and traditional British events. This said, we are also very keen to make sure our pupils have great empathy and understanding for all cultures and religions.

## **Sex Education**

The school provides sex education in two distinct areas. The biological side is covered through the science curriculum at various ages and stages. The emotional and preventative side is covered in PSHCE lessons. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. This is the responsibility of the PSHCE coordinator (Mr I Stazicker). More detail is contained in the school *PSHCE policy* and the *Sex and Relationships policy*.

## **PE and Games**

All pupils are expected to take part in the school's Physical Education and Games Programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

## **Co-Curricular Activities**

Mr R Adams is the school Co-curricular Coordinator. Together with teachers, he plans and monitors a wide and varied programme of activities that take place each Friday afternoon as part of the Enrichment Program and during breaks and lunches and after school each day. All pupils are actively encouraged to take part in the programme. The range of activities are too numerous to mention here. Full details are available on our web site for parents or through further discussion with Mr Adams.

## **Careers Advice**

Information is provided to Form 7 and 8 pupils in different ways:

- The Lion's Lair program gives exposure to marketing and business experts.
- As part of the Westland helicopter project they receive input from engineers, designers and pilots
- Through discussion and information sharing as part of the PSHCE scheme of work
- Through visiting professions attending a number of careers events in the spring and summer term

## **Homework** (reviewed September 2017)

The school expects homework to be set by teachers, reinforcing the pupil's learning and understanding from their classes. As guidance, the school expects pupils to spend the following times on homework:

Class	Daily	Weekly amount	Time spent on each subject
Reception	Reading	Challenges with phonics on a weekend	10 mins
Form 1	Reading	Spellings after half term, maths after Christmas	15 mins
Form 2	Reading	Spellings, 1x maths	15 mins
Form 3	Reading	Spellings, times table test, 1x maths, occasional holiday projects	20 mins
Form 4	Reading	Spellings, tables table test, 1x maths, occasional holiday projects	20 mins
Form 5	Reading	1x maths, 1x English until half term. Other subjects may be set on occasions thereafter but not every week	30 mins
Form 6	Reading	1x maths, 1x English. Other subjects may be set on occasions but not every week	30 mins
Form 7	Reading	1x English, 1x maths. Other subjects may be set on occasions but not every week	40 mins
Form 8	Reading	2x English, 1x for all other Common Entrance subjects as and when required. This may increase leading up to major exams	40 mins
All age groups may be set holiday projects but we will check with each other that we are not setting too much collectively			

A homework timetable is produced by the Academic Deputy Head, Mrs S Brunt. This is circulated to teachers, pupils and parents.

Whilst we say homework is compulsory, we give all parents the right to ask their children not to complete a piece of homework if they think it compromises their wellbeing. We are also happy for family occasions to take priority. In these situations we ask parents to write a brief note in the pupil planner to forewarn the appropriate teacher.

### **Learning Support**

Mrs C Thomasson is the school SENCo. The school has a Learning Support policy for pupils with learning difficulties. The school will determine the appropriate courses in consultation with the parents, teachers and appropriate outside agencies such as educational psychologists, speech and language therapists etc. the SENCo is responsible for sharing best practice with teachers, regularly discussing pupils in staff meetings and handing out notes on how teachers can best differentiate their lessons.

Mrs D Fernley is the school's Able, Gifted and Talented coordinator, looking after the A, G and T register, implementing policy and helping to shape best practice.

### **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum or their children's learning should discuss these in the first instance with the pupil's subject teacher then the child's tutor.

If the issue is not resolved satisfactorily at this stage, parents should speak first to the Academic Deputy Head then the Headmaster.

There is also a formal *Complaints Policy* in the event of an issue not getting resolved satisfactorily.

### **Monitoring and Review**

The responsibility for the management and leadership of the curriculum lies with the Headmaster, Academic Deputy Head and Director of Studies.

The team undertake systematic quality assurance through a focused evaluation of teaching and learning e.g. planning, book scrutiny, use of technology etc. This promotes and develops best practice and increases opportunities for cross-curricular links ensuring high standards of teaching and learning throughout the school.

The Headmaster reports to the Governors on its implementation and effectiveness.

## Curriculum allocation for September 2016-17

Each period is 35 minutes long

PER WEEK	Eng	Ma	Sci	His	Geog	RS	PSHE	MD	Art	PE	Games	FR	ICT	Ass	Tutor	Enrich	Total
Nursery	8	8	11				1	1	2	1	1	1	1	0	0	0	35
Reception	8	8	11				1	1	2	2	2	1	1	3	0	0	40
F1S	8	8	12				1	2	2	2	2	1	1	3	0	3	45
F2Th	8	8	12				1	2	2	2	2	1	1	3	0	3	45
F3Syb	8	8	4	5		1	1	2	2	2	7	2	2	3	0	3	50
F4K	8	8	4	5		1	1	2	2	2	7	2	2	3	0	3	50
F5Sh	8	7	6	3	3	1	1	2	2	2	7	3	2	2	2	4	55
F6A	8	7	6	3	3	1	1	2	2	2	7	3	2	2	2	4	55
F7Se	8	8	6	3	3	2	1	2	2	2	7	3	2	2	0	4	55
F8Se	8	8	6	3	3	2	1	2	2	2	7	3	2	2	0	4	55
F8Sh/W	8	8	6	3	3	2	1	2	2	2	7	3	2	2	0	4	55

All children also have a fifteen minute tutor period at the beginning of every day and a brief tutor period at the start of afternoon school for registration.

# Sunninghill Curriculum Overview for Year 7 - Summer Term 2017

Exam Week: 5<sup>th</sup> June

<p><b>Reading</b> Choose and understand more challenging texts Read critically through:</p> <ul style="list-style-type: none"> <li>knowing how language presents meaning</li> <li>recognising poetic conventions and understanding how these have been used</li> <li>studying setting, plot, and characterisation</li> <li>understanding plays through performance</li> <li>comparing texts</li> </ul>	<p><b>English</b> Animal Farm. Foyles Poetry Competition Introduction to Shakespeare <b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan, draft, edit and proof-read</li> <li>Write accurately, fluently, effectively at length</li> <li>Write scripts</li> <li>Write narrative and non-narrative texts</li> <li>Spell accurately and use new vocabulary learnt from reading</li> </ul>	<p><b>Grammar</b> Understand the differences between spoken and written language, formal and informal, and Standard &amp; other varieties of English  Use Standard English confidently in their own writing and speech Discuss work using correct terminology</p>	<p><b>Art &amp; Design</b> Creative Arts Week: 19<sup>th</sup> June</p> <ul style="list-style-type: none"> <li>Pop Art : Focus Artists; Andy Warhol, Claes Oldenburg, Jasper Johns, Roy Lichtenstein et al.</li> <li>Drawing. Painting Soft sculpture</li> <li>1960's influences</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Webpage creation using pure html, Hex colour formats</li> <li>Website design and creation using Serif Web plus</li> <li>Coding using 'Microbits'</li> <li>Skills: peer review, edit images</li> </ul>
<p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Fractions, decimals, %, multiples, factors, prime numbers, HCF and LCM</li> <li>Long multiplication &amp; division</li> <li><math>+</math> <math>-</math> <math>\times</math> <math>\div</math> with decimals</li> <li>Finding fractions &amp; percentages of an amount</li> <li>Decimal places, significant figures</li> <li>Calculate using estimates</li> <li>Solve equations</li> <li>Find rules for sequences</li> </ul>	<p><b>Mathematics</b> <b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Transformations (reflect, rotate, translate)</li> <li>Area &amp; circumference of a circle</li> <li>Solve problems involving metric &amp; imperial units</li> <li>Use angle rules to find missing angles</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Calculate probability</li> <li>Explore mutually exclusive events</li> </ul> <p>C.E. Revision 13+ Practise exam questions, papers and exam technique</p>	<p><b>PSHCE</b></p> <ul style="list-style-type: none"> <li>Risk: Understanding risk in positive and negative terms. How to manage themselves and others</li> <li>Responding to different situations and peer pressure</li> </ul> <p>Hustings assembly: 3<sup>rd</sup> July</p>	<p><b>Geography</b> Weathering Rivers  Study of the processes and landforms of rivers. Research of a flood event.  Field trip &amp; enquiry - River Frome</p>	
<p><b>Science</b> <b>Biology</b> Digestion - nutrition, digestive system including enzymes <b>Chemistry</b> Atoms, Elements &amp; Compounds - periodic table <b>Physics</b> Space physics - Earth, Sun and solar system, satellites, eclipses <b>Working Scientifically</b> Analyse patterns, estimate risks Construct reasoned explanations C.E. Revision: Practice papers/questions</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Common Entrance – Tudors and Stuarts 1500 - 1750 The English Civil War - long and short term causes.</li> </ul> <p>Key skills: Analysis of sources of evidence, primary and secondary. Key vocabulary for analysing sources: utility, provenance, origin, purpose and nature of evidence. Essay writing</p>	<p><b>French</b> Topics: Shopping, Eating out Linked vocabulary: Sizes, Currency, Food and drinks/ menus booking and ordering Grammar: Conditional tense Skills: Develop appropriate pronunciation Present ideas &amp; information orally Adapt known language to new situations</p>	<p><b>Music &amp; Drama</b>  'The Tempest' Musical- preparing for the Schools Shakespeare Festival in the Autumn Term</p>	
		<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Tennis</li> <li>Swimming, Diving starts and correct turns. Gala</li> <li>Rounders and Cricket skills; Wed matches</li> <li>Batting/Bowling/fielding, competitive games. Sports day: 4<sup>th</sup> July</li> <li>Athletics. Running/Jumping/Throwing</li> <li>Outdoor Education. Exped Week: 12<sup>th</sup> June</li> </ul>	<p><b>Religious Studies</b> C.E. Preparation: New Testament: Being a follower of Jesus 'Jesus and the Rich Man'; the parables of Jesus: 'The Sower', 'The Good Samaritan' &amp; 'The Lost Son'  Key skills: Definitions of key words; describe bible stories in detail; explain the meaning; create balanced arguments.</p>	

Adapted by N. Sewed from template by Michael Tidd 2013 [www.primarycurriculum.me.uk](http://www.primarycurriculum.me.uk)