



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 Year 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.

We follow the EYFS curriculum¹ in Nursery and Reception. In Junior Prep (Yr1-4) we follow an enhanced Key Stage 1 and 2 National programme of study² to cater for the high proportion of above average pupils in our classes. In Year 5 and 6 we use ISEB 11+ as a framework to base our program of study. In Year 7 and 8 we follow the ISEB Common Entrance syllabus and an enhanced Key Stage 3 programme for non CE subjects.

Our children follow the Jigsaw scheme of work for PSHCE. 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. 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 Year 6 pupils sit the ISEB 11+ exams in Maths, English and Science. These exams are marked internally and moderated by experienced staff from other departments.

In Year 8 pupils take Common Entrance exams that are marked externally for Independent school candidates, or internally for those going to a local school. Our senior children 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, Lion’s Lair, extra-curricular opportunities and yearly expeditions.

¹[EYFS Statutory Framework](#) effective from 1 September 2014

²DfE [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 overview takes a half termly basis and includes:

- Cross-Curricular Links
- reference to ICT Links
- A curriculum map

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
- how to establish pre and post learning and understanding
- reference to different Learning Styles
- success Criteria
- local, regional, national and international links 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.
- curriculum maps which are shared with parents at the start of each term.

Short Term Planning

Short-term planning should contain:

- learning objectives and activities
- resources needed
- ways in which differentiation will take place
- the structure of the lesson
- success criteria
- EHC plans, A, G+T provision (where appropriate)

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.

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- **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 Year 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, DT, Science, French, Humanities, Religious Studies, Art, Music and Drama, PE, Games, PSHCE, Outdoor Pursuits.

Prep

As for Junior Prep but Geography and History are studied as discrete subjects from Year 5. Food Technology is 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 physical and biological side is covered through the science curriculum at various ages and stages. The emotional and preventative side is covered in PSHE 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. 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 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.

Please also refer to the School's Sports, Games and Pastimes Policy for more details.

Homework

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:

Reception	Reinforcement of reading skills, as deemed appropriate by the Form Teacher
Years 1, 2 and 3	Approx. 1 hour per week (reading, spelling, and generally other literacy and numeracy work)
Year 4	Approx. 1.5 hours per week (literacy, numeracy, with occasional short assignments in other subjects)
Years 5 and 6	9 x 30 mins (not Wednesdays due to fixtures) 2 x literacy, 2 x numeracy, 1 x science, French, history, geography and RS/PSHCE (only maths, English and science until October half term)
Years 7 and 8	9 x 40 mins (1 Weds) 2 x literacy, 2 x numeracy 1 x science, French, history, geography and RS/PSHCE

A homework timetable is produced by the Academic Deputy Head, Mrs Sue 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

Claire 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. Claire is responsible for sharing best practice with teachers. She regularly discusses children in staff meetings and hands out notes on how teachers can best differentiate their lessons.

Mrs Donna Fernley is the schools 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 year child's tutor.

If the issue is not resolved satisfactorily at this stage, parents should speak first to the Deputy Head Academic 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 and Director of Studies who meet regularly to discuss strategy. The Headmaster will report 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.