

# Curriculum Policy - Prep School

Dover College



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## **1. RATIONALE**

The Dover College Prep School curriculum is designed to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum in both core and foundation subjects, and value is added through the inclusion of additional subjects and activities that we, as a school, organise in order to enrich the experiences of the pupils.

The curriculum encourages the approach of adopt, adapt and create. We have adopted it, we are adapting it to suit our pupils and community and use it to create a bespoke approach to the curriculum. The Dover College Connected Curriculum became fully operational in Michaelmas 2018 and encompasses Shell and Remove, where thematic learning is also adopted. It is reviewed annually.

Our curriculum is designed to be creative in its delivery and the learning experiences it provides. This will encourage the children and teachers to be creative and to think differently in a variety of situations and lessons. It does ensure that all children have access to a broad, balanced, purposeful and relevant education that provides continuity and progression and takes account of individual differences. We believe that children learn best when their learning experiences are meaningful and engaging and therefore we provide a balance of thematic and discrete teaching with an emphasis on both knowledge and skills. It is based on our school's values and principles. The curriculum takes account of National Curriculum objectives, yet permits greater flexibility and choice. In particular it covers: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, creative and cultural education appropriate to the pupils' age, ability and aptitude. Additional provision includes Forest School, Performing Arts and all-year round swimming lessons. The Connected Curriculum is designed to promote independent learning opportunities and creative thought.

Transferable learning and life skill development drives our curriculum. All pupils will have the opportunity to acquire skills in speaking; listening; English; Mathematics; linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative education. Our integrated, creative and connected curriculum moves away from the subject-based approach allowing for an adventurous and imaginative approach to topic based learning, whilst carefully maintaining individual subject integrity. By incorporating themes into subject areas and incorporating personal and learning skill development techniques, the curriculum equips children to be lifelong learners; successful not just in summative assessment scenarios but in their education and life beyond.

Fundamental British Values are embedded within our curriculum content and delivery and reflect the school's ethos and Round Square IDEALS. Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with differing beliefs to our own are encouraged, facilitated and celebrated within the Dover College Prep School community.

## 2. CURRICULUM AIMS

- For learning and teaching to be about exploring ideas, taking risks, solving problems and doing so in creative and diverse ways
- For pupils to be excited, enthusiastic and creative thinkers and learners
- For pupils to recognise that mistakes are opportunities to learn
- For pupils to be learners who make a positive contribution in education, society and life
- For pupils to acquire and develop life-long learning skills to support them with making the most of their education; skills that are transferable into their later stages of education and lives.
- For pupils to be confident independent learners
- For pupils to be able to work collaboratively in a variety of situations and to recognise the strengths and positive input of others
- For pupils to acquire subject specific skills in speaking; listening; English; Mathematics; linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative education
- For pupils to understand, adopt and demonstrate the core values associated with Fundamental British Values
- For all pupils, regardless of protected characteristics, to be able to access a creative and inclusive learning environment and curriculum

### **How do we achieve it?**

We follow the National Curriculum for core and foundation subjects. This is to ensure that our pupils reach the standards required nationally for educational development, future examination demands and personal and workplace demands. Whilst ensuring we cover the knowledge and information required, we place an equal emphasis on the skills required in these subjects.

Over the course of the academic year, children have an opportunity to explore concepts and ideas through themed units in a range of subjects including Science, History, Geography, Design & Technology, Computing, Art and Music, RE, Forest School, Performing Arts, Sport and PSHE. Year 5 and 6 pupils will be taught in many of these areas by subject specialists from the Senior school and have access to Senior School facilities.

Our Connected Curriculum is mapped to the requirements of the National Curriculum and adopts a thematic approach whereby learning is drawn from a focal topic or theme. We have incorporated characteristics of effective learning and skills into these units. The Early Years Foundation Stage align planning, teaching and learning with statutory Early Years Outcomes and use statutory guidance to inform the development and implementation of an Early Years Curriculum in line with Development Matters. Our curriculum recognises the value of providing a balance of thematic and discrete teaching with an emphasis on both knowledge and skills. The topics focus on a particular subject from the children's interests and are planned around a 'focus' fictional or non-fictional book to encourage a love for reading. The subjects may be based around, or include, a key question to provide a starting point of enquiry for our children.

### 3. Characteristics of Effective Learning Progression of Skills

Embedded throughout our curriculum are the Characteristics of Effective Learning Progression of Skills. This is a complementary programme that focuses on developing transferable "learning to learn" skills and personal and social competencies.

It focuses on six main areas:

- **Courage** - Making independent choices: Keep on trying when things are difficult; Responding to new experiences: Taking part
- **Perseverance** - Keep on trying when things are difficult; Correcting their own mistakes; Reviewing their progress; Concentrating on achieving something important to them
- **Curiosity** - Planning ahead; Making independent choices; Bringing in the interests and fascinations
- **Pride** - Showing goal directed behaviour; Reviewing their progress; Concentrating on achieving something important to them
- **Independence** - Making independent choices; Guiding their thinking and actions; Correcting their own mistakes; Confidence to come up with own ideas; Making links between ideas
- **Motivation** - Realise their actions have an impact; Participation; Concentrate on achieving something important to them

**Table 1a - Characteristics of Effective Learning Progression of Skills**

#### Characteristics of Effective Learning Progression of Skills - Nursery to Year 6

<b>Class</b>	<b>Courage</b>	<b>Perseverance</b>	<b>Curiosity</b>	<b>Pride</b>	<b>Independence</b>	<b>Motivation</b>
Nursery Pre- -Reception	- <b>Making independent choices</b> e.g. accessing the	- <b>Keep on trying when things are difficult</b> e.g. Repeating	- <b>Planning ahead</b> e.g. thinking about how they are going to use a new	- <b>Showing goal directed behaviour</b> e.g. showing excitement	- <b>Making independent choices</b> e.g. accessing the	- <b>Realise their actions have an impact</b> e.g. Realising

	<p>available resources in their setting.</p> <p><b>-Keep on trying when things are difficult</b> e.g. trying to open something they found difficult the first time or asking their key adult for help.</p> <p><b>-Responding to new experiences</b> e.g. Children having the courage to try or use something new such as new objects /materials or toys provided in their setting.</p>	<p>the same activity they found hard the first time.</p> <p><b>-Correcting their own mistakes</b> e.g. when struggling with a puzzle them persevering to find the correct way to put in a piece.</p> <p><b>-Review their progress</b> e.g. realising they are doing something wrong in their puzzle and continuing to work out the correct way.</p> <p><b>-Concentr</b></p>	<p>object or material introduced to them e.g. pipe cleaners.</p> <p><b>-Making independent choices</b> e.g. when seeing insects outside choosing which tools or equipment to study them.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. asking adults to read certain books to them about their curiosities.</p>	<p>t after following instructions from an adult e.g. following an obstacle course.</p> <p><b>-Reviewing their progress</b> e.g. after painting a picture them explaining they like it.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. continuing with a puzzle until they have completed it and being proud they completed it.</p>	<p>available resources in their setting.</p> <p><b>-Guiding their thinking and actions</b> e.g. using visual aids in the setting to know what is happen next.</p> <p><b>-Correcting their own mistakes</b> e.g. when they spill their milk cleaning it up with a cloth.</p> <p><b>-Confidence to come up with own ideas</b> e.g. adults helping children to independently make</p>	<p>when they put their rubbish in the bin they are verbally praised so they do it again.</p> <p><b>-Participation</b> e.g. Joining in with songs and stories in a group for enjoyment .</p> <p><b>-Concentrate on achieving something important to them</b> e.g. showing motivation to complete a task such as a threading game.</p>
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	<p><b>-Taking part</b> e.g. in simple pretend play in their new environment or with new adults or children.</p>	<p><b>ating on achieving something important to them</b> e.g. if they are making something keeping their attention on the task until it is completed</p>			<p>choices e.g. at snack time.</p> <p><b>-Making links between ideas</b> e.g. making links between similarities in animals when looking at pictures independently.</p>	
Reception	<p><b>-Making independent choices</b> e.g. choosing activities they have not experienced before.</p> <p><b>-Keep on trying when things are difficult</b> e.g. continuing to practise writing their</p>	<p><b>-Keep on trying when things are difficult</b> e.g. Continuing to count a set of objects even though they continually are getting the answer wrong.</p> <p><b>-Correcting their own</b></p>	<p><b>-Planning ahead</b> e.g. Thinking about how they are going to explore the weather outside when it has begun to snow.</p> <p><b>-Making independent choices</b> e.g. deciding how to explore</p>	<p><b>-Showing goal directed behaviour</b> e.g. Children being proud of writing their name after being directed to do so by an adult.</p> <p><b>-Reviewing their progress</b> e.g. Children writing</p>	<p><b>-Making independent choices</b> e.g. choosing from a selection of tasks available</p> <p><b>-Guiding their thinking and actions</b> e.g. Getting their drink in preparation for snack</p>	<p><b>-Realise their actions have an impact</b> e.g. Sitting and listening during carpet time for verbal praise.</p> <p><b>-Participation</b> e.g. children are motivated to write their name and</p>

	<p>name when they have struggled in the past or become upset doing it.</p> <p><b>-Responding to new experiences</b> e.g. Showing courage when explaining how they found an activity like an obstacle course hard for the first time but they showed courage to try again.</p> <p><b>-Taking part</b> e.g. Joining in a game with new pupils or adults.</p>	<p><b>mistakes</b> e.g. Continuing to re-write a letter until they form it correctly.</p> <p><b>-Review their progress</b> e.g. Explaining how they persevered with writing their name until they got it right.</p> <p><b>Solving real world problems</b> e.g. When solving how many more pieces of fruit they need at fruit time they persevere to make sure they solve the problem.</p>	<p>certain weather outside e.g. getting wellies or a rain gauge after being shown one.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. when seeing a certain bug or animal / dinosaur in a book offering their own knowledge too.</p>	<p>their first words and showing satisfaction.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. continuing on writing their name and being proud when they have finally reached the goal.</p>	<p>time.</p> <p><b>-Correcting their own mistakes</b> e.g. Crossing out a letter and re-writing it with the correct formations after realising their mistake.</p> <p><b>-Confidence to come up with own ideas</b> e.g. Independently using resources in the classroom to make up a simple game.</p> <p><b>-Making links between ideas</b> e.g. When reading a new book</p>	<p>practice the skill for their own accomplishments and the targets set by them by their teachers.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. Children are motivated to complete their creations e.g. a junk model such as if it isn't sticking they continue to try different methods until it works.</p>
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		<p><b>-Concentrating on achieving something important to them</b> e.g. Continuing to develop their model when it isn't going the way they had originally wanted it to.</p>			<p>linking the story line to previous books they know.</p>	
Prep 1	<p><b>-Making independent choices</b> e.g. starting their own game on the playground even though their friends are playing something else.</p> <p><b>-Keep on trying when things are difficult</b></p>	<p><b>-Keep on trying when things are difficult</b> e.g. when struggling to answer an addition question they continue until they get the correct answer.</p> <p><b>-Correcting their own mistakes</b> e.g. if</p>	<p><b>-Making independent choices</b> e.g. linking a question they are answering to previously learnt methods and trialling to see if it will work.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. When</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of sentence writing with the basic features of a sentence and them completing a sentence with little or no help.</p> <p><b>-Reviewing</b></p>	<p><b>-Making independent choices</b> e.g. choosing from a range of manipulatives in maths which will be the best resource to help them.</p> <p><b>-Guiding their thinking and actions</b></p>	<p><b>-Realise their actions have an impact</b> e.g. being a kind friend to others in the class as they know they will receive the same in return.</p> <p><b>-Participation</b> e.g. Children joining in with an extra</p>



	<p>e.g. showing courage when tackling a hard addition question and using a range of resources to help them.</p> <p><b>-Responding to new experiences</b> e.g. When first doing their phonics screening starting the test with a positive attitude.</p> <p><b>-Taking part</b> e.g. Playing with children they do not know or a game they haven't played before.</p>	<p>answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. When there aren't enough balls in P.E for everyone solving either how many more they need or how they</p>	<p>learning about history bringing in their own knowledge and experience to the class.</p>	<p><b>g their progress</b> e.g. Children detailing something they struggled to do in the past but have now crafted.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on a painting and being proud of the outcome.</p>	<p>e.g. independently asking their friends if they are okay or getting them a tissue if they seem upset.</p> <p><b>-Correcting their own mistakes</b> e.g. independently re-reading their sentences and correcting spellings.</p> <p><b>-Confidence to come up with own ideas</b> e.g. independently writing simple sentences after reading a book as a whole</p>	<p>curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. children completing extra writing or mathematical questions at home to develop their mathematical or writing skills to become better at the subject.</p>
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		<p>can split into groups so everyone can play fairly.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. when making a model adapting and changing their design until they have achieved their desired product.</p>			<p>class.</p> <p><b>-Making links between ideas</b> e.g. Linking previously answered questions in maths with a similar process to help them answer a new question for example <math>1 + 2</math>, <math>1 + 3</math>, <math>1 + 4</math>.</p>	
Prep 2	<p><b>-Making independent choices</b> e.g. asking the teacher for help with a simple question that others seem to be understand</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when struggling to answer a maths question they continue until they get the correct answer for</p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in science and the proving or disproving themselves.</p>	<p><b>Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y2 features and then completing</p>	<p><b>-Making independent choices</b> e.g. choosing from a range of manipulatives in maths or drawing pictures that will be the best</p>	<p><b>-Realise their actions have an impact</b> e.g. learning about recycling and making sure their classmates put their rubbish into the</p>

	<p>ding.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when tackling a hard SATS question and not giving up.</p> <p><b>-Responding to new experiences</b> e.g. When first doing their SATS screening starting the test with a positive attitude.</p> <p><b>-Taking part</b> e.g. Joining in with activities that are out of their comfort zone e.g.</p>	<p>example in the SATS.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly, not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. Sharing out amounts of food equally at</p>	<p><b>-Bringing in their interests and fascinations</b> e.g. Choosing to write about the things they are interested in during extended writing sessions – possibly linked to assessment.</p>	<p>g a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on an extended piece of writing until they are happy with the outcome.</p>	<p>resource/ method to help them – linking to SATS.</p> <p><b>-Correcting their own mistakes</b> e.g. independently re-reading their sentences and correcting spellings.</p> <p><b>-Confidence to come up with own ideas</b> e.g. Using the texts they have read at home and at school to influence their writing style.</p> <p><b>-Making links between ideas</b> e.g. Linking</p>	<p>bin to help save the planet.</p> <p><b>-Participation</b> e.g. Children joining in with an extracurricular activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school</p>
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	hot seating.	a school party until it is fair.  <b>-Concentrating on achieving something important to them</b> e.g. when making a model adapting and changing their design until they have achieved their desired product.			previously answered questions in maths with a similar process to help them answer a new question for example 1 + 2, 1 + 3, 1 + 4.	(Done independently through their own motivation and not influenced by parents)
Prep 3	<b>-Making independent choices</b> e.g. staying in at break time to ask for help from the teacher.  <b>-Keep on trying when things are difficult</b>	<b>-Keep on trying when things are difficult</b> e.g. when learning a new times table using prior knowledge to help them and not giving up.  <b>-Correcting their</b>	<b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.  <b>-Bringing</b>	<b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y3 features and then completing a high quality piece of	<b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they are answering.  <b>-Correcting their</b>	<b>-Realise their actions have an impact</b> e.g. learning about recycling and then starting a litter picking club.  <b>-Participation</b> e.g. Children

	<p>e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. showing courage when starting in a new class or with a new teacher after being in KS1.</p> <p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p><b>own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. in a range of situations in school making sure things are shared fairly or getting</p>	<p><b>in their interests and fascinations</b> e.g. when learning about ancient Egypt bringing in their own books or artefacts from home as it is an interest of theirs.</p>	<p>work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on an Art project until they are happy with the outcome.</p>	<p><b>own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again.</p> <p><b>-Confidence to come up with own ideas</b> e.g. when making a model for a DT project following their own line of enquiry rather than the teachers model or their friends to make something different that works for them.</p>	<p>joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by</p>
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		<p>into equal groups etc.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. when making a board game keeping on persevering until the game is made how they want it.</p>			<p><b>-Making links between ideas</b> e.g. being proud when they realise the link between related facts in maths.</p>	parents)
Prep 4	<p><b>-Making independent choices</b> e.g. asking a friend for help with a question, even if it may be an 'easier' question.</p> <p><b>-Keep on trying when things are difficult</b> e.g.</p>	<p><b>-Keep on trying when things are difficult</b> e.g. When learning the new mathematics taught in Year 4 that is harder than the previous year, not giving up when the lesson is hard but trying</p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests</b></p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y4 features and then completing a high quality piece of work.</p>	<p><b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they are answering.</p> <p><b>-Correcting their own mistakes</b></p>	<p><b>-Realise their actions have an impact</b> e.g. making a buddy bench at school for children who feel left out as they know it can feel lonely from personal experience.</p>

	<p>showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. showing courage when first starting the times table test.</p> <p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p>their best or asking for help to achieve the learning objective.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again.</p> <p><b>Solving real world</b></p>	<p><b>and fascinations</b> e.g. when learning about the war bringing in their own books or artefacts from home as it is an interest of theirs.</p>	<p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on a dramatization of the story they have been reading so it is of a high standard.</p>	<p>e.g. realising they have answered a question wrong when checking their method and answering it again.</p> <p><b>-Confidence to come up with own ideas</b> e.g. independently thinking of a character when writing a diary from the point of view of a war victim rather than copying the model shown by the teacher.</p> <p><b>-Making links</b></p>	<p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through</p>
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		<p><b>problems</b> e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. staying behind at dinner time to finish off their writing because they want to finish it off and know it will be a good piece of work when finished.</p>			<p><b>between ideas</b> e.g. in science when discovering something, making links as to how other things may work.</p>	<p>their own motivation and not influenced by parents)</p>
Prep 5	<b>-Making independent</b>	<b>-Keep on trying when</b>	<b>-Making independent</b>	<b>-Showing goal directed</b>	<b>-Making independent</b>	<b>-Realise their actions</b>



	<p><b>choices</b> e.g. following the school rules when others are not doing so around them.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. showing courage when starting Bikeability.</p> <p><b>-Taking part</b> e.g. Showing courage when</p>	<p><b>things are difficult</b> e.g. when learning complex maths ready for Y6 persevering with the work and doing their best to understand it ready for next year.</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review their progress</b> e.g. realising they have started to answer a question</p>	<p><b>choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. when learning about the stone age bringing in their own books or artefacts from home as it is an interest of theirs.</p>	<p><b>behaviour</b> e.g. Being proud when given the target of story writing with the Y5 features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g.</p>	<p><b>choices</b> e.g. choosing a method in their calculations that will be best for the calculation they are answering.</p> <p><b>-Correcting their own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again.</p> <p><b>-Confidence to come up with own ideas</b> e.g. Being proud to think outside the box</p>	<p><b>have an impact</b> e.g. setting up an Earth club and planting trees, litter picking, creating posters etc. to save the planet.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important</b></p>
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	<p>playing a new sport in P.E, especially if they are not confident in sports.</p>	<p>incorrectly and adapting or starting again.</p> <p><b>Solving real world problems</b> e.g. in a range of situations in school making sure things are shared fairly or getting into equal groups etc.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. taking a model home to complete and do addition things to, or asking parents to help them too so it is finished to</p>		<p>completing extra homework at home after learning about something in school and doing well at it.</p>	<p>and not follow everyone else's ideas or likes and dislikes as peer pressure builds as they get older.</p> <p><b>-Making links between ideas</b> e.g. Debugging programmes and writing algorithms without bugs in due to prior knowledge and being proud of this.</p>	<p><b>to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)</p>
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		the standard they wanted it to be.				
Prep 6	<p><b>-Making independent choices</b> e.g. following the school rules when others are not doing so around them.</p> <p><b>-Keep on trying when things are difficult</b> e.g. showing courage when coming across a question they often find hard.</p> <p><b>-Responding to new experiences</b> e.g. Showing courage</p>	<p><b>-Keep on trying when things are difficult</b> e.g. when struggling to answer a maths question they continue until they get the correct answer for example in the tests</p> <p><b>-Correcting their own mistakes</b> e.g. if answering a question incorrectly not just putting an 'X', reworking their answer.</p> <p><b>-Review</b></p>	<p><b>-Making independent choices</b> e.g. making up their own hypothesis in different lessons and the proving or disproving themselves.</p> <p><b>-Bringing in their interests and fascinations</b> e.g. Choosing to write about the things they are interested in during extended writing sessions – possibly linked to assessments.</p>	<p><b>-Showing goal directed behaviour</b> e.g. Being proud when given the target of story writing with the Y6 Features and then completing a high quality piece of work.</p> <p><b>-Reviewing their progress</b> e.g. Explaining how they struggled to do something at the beginning of this year but now they can do it</p>	<p><b>-Making independent choices</b> e.g. choosing a method in their calculations that will be best for the calculation they are answering.</p> <p><b>-Correcting their own mistakes</b> e.g. realising they have answered a question wrong when checking their method and answering it again – especially in a test.</p>	<p><b>-Realise their actions have an impact</b> e.g. Helping the new Reception children settle into school and being buddies for them to help settle them into school as an act of kindness.</p> <p><b>-Participation</b> e.g. Children joining in with an extra curriculum activity such as a sport or maths club to develop further</p>

	<p>when doing the first mock Y6 tests or Kent Test.</p> <p><b>-Taking part</b> e.g. Showing courage when playing a new sport in P.E, especially if they are not confident in sports.</p>	<p><b>their progress</b> e.g. realising they have started to answer a question incorrectly and adapting or starting again – especially in regards to mock tests</p> <p><b>Solving real world problems</b> e.g. At the school fair coming up with money making ideas, marketing etc. as a team.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Fundraising for the</p>	t.	<p>well.</p> <p><b>-Concentrating on achieving something important to them</b> e.g. Children spending lots of time on an extended piece of writing until they are happy with the outcome, especially if this has been a target for them to reach a good level of progress from Y2 Y6.</p>	<p><b>-Confidence to come up with own ideas</b> e.g. Being proud to choose their own secondary school without the influence of others.</p> <p><b>-Making links between ideas</b> e.g. linking algebra to addition and understanding it much easier and being proud of their achievement.</p>	<p>skill in an area they are motivated to achieve in.</p> <p><b>-Concentrate on achieving something important to them</b> e.g. completing extra work in an area of interest or weakness to develop their skills when at school (Done independently through their own motivation and not influenced by parents)</p>
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		school to develop the school library by different methods they have set up and ran.				
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The skills developed throughout the children’s school life will be recorded and built upon as they progress through the school from the EYFS to Prep 6.

As a spiral curriculum, children revisit skills year on year but on an increasingly sophisticated level. These skills include learning to work and learn with others, developing independence and responsibility, focussing on becoming better learners, understanding how they learn best, developing a sense of empathy for others, improving thinking skills and developing speaking and listening skills.

Staff provide curriculum plans which support, stretch and challenge all pupils in each class ensuring continuity of learning and progress.

**4. ASSESSMENT AND MARKING**

See separate assessment and marking policies.

Formative assessment of curriculum knowledge and understanding is completed through Insight Tracking, which offers each pupil a rounded and detailed assessment of the pupil’s skills and knowledge with strengths and successes clearly highlighted and targets for improvement evident. The Early Years track the children’s development through the ‘Milestone Assessment Tracker.’

**5. INDIVIDUAL NEEDS**

If pupils have specific individual needs (including those with a statement of educational needs) then they will be given education appropriate to their requirements as well as the opportunity for specific curriculum support. (See SEND Policy)

**PSHE**

The Prep School has a rigorous PHSE programme, following ‘Jigsaw’, including anti-radicalisation guidance and appropriate RSE coverage, which is detailed in a separate policy. The ‘Jigsaw’ scheme of work is used from the nursery all the way through to Prep 6

and beyond. In addition to this, the Prep School includes a variety of PSHE learning experiences throughout the year such as: Healthy Schools Week, Safer Internet Day; Water Safety; Sun Safety; Careers Week and Anti-Bullying Week and has online safety ambassadors and a Digital Progression Lead.

### **EXTRA CURRICULAR ACTIVITIES**

A vast selection of extra curricular activities and opportunities to extend the curriculum are offered every day from 4pm to 5.20pm and some lunch times. The list includes activities such as; various sports, e.g. Taekwondo, Dodgeball, Dance and Tennis, Horse Riding, French, Growth Mindset, Choir, Drama Production and Life and Learning Skills. All clubs also extend the characteristics of effective learning progression of skills.