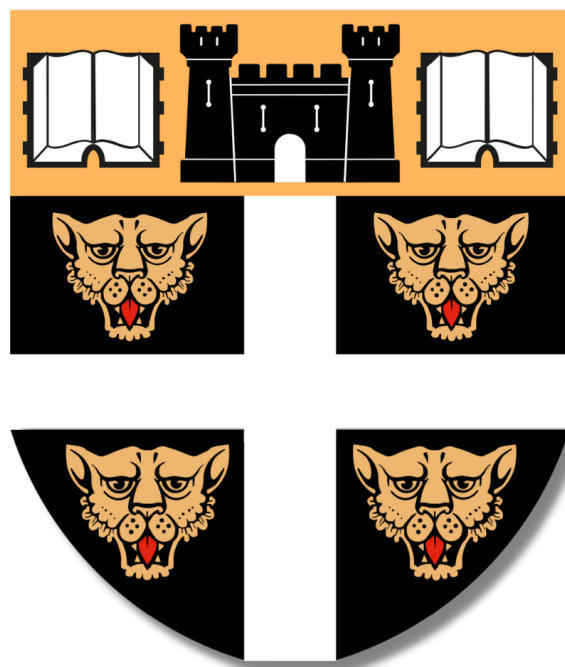


Curriculum Policy - Prep School

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.

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. Although our curriculum is based on the National Curriculum framework and objectives, it is further extended through greater flexibility and choice, often being inspired by the Early Years ethos around the individual child interests. The Dover College Curriculum 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 Eco Explorers, Performing Arts and all-year round swimming lessons. Additional and external activities are designed to promote independent learning opportunities and creative thought.

Transferable learning and life skill development and identification of ways of learning, through the Characteristics of Effective Learning, drives our curriculum. Our integrated, creative curriculum allows 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. 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
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- 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, Eco Explorers, 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 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 focuses on developing transferable "learning to learn" skills and personal and social competencies.

It focuses on three main areas:

Playing and Exploring

- Engagement
- Interest
- Participation
- Responding to new experiences
- Taking a role
- Making choices
- Curiosity
- Seeking challenge
- Initiating activities

Active Learning

- Motivation
- Involvement
- Achieving
- Challenge
- Persevering
- Ownership
- Responsibility
- Resourceful
- Observant
- Bouncing back

Creative and Critical Thinking

- Problem solving
- Using own ideas
- Planning
- Reviewing
- Noticing
- Trial and Error
- Consequences
- Evaluating
- Making Links
- Predicting

The skills developed throughout the children's school life are 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, teamwork, improving thinking and problem solving 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 policy.

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. LEARNING SUPPORT

If pupils require specific learning support (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 PSHE 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. Karate, Dodgeball, Dance, Multi Sports, Farm Club, Performing Arts, All clubs also extend the Characteristics of Effective Learning progression of skills.