



ST PETER'S

PREPARATORY SCHOOL

Curriculum Policy

Updated on 5 May 2023
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Approved by Head: *Charlotte P Jones*.

Date: 05 May 2023

Aims of Policy

This policy deals with the what, when and where we deliver the curriculum at St Peter's Preparatory School.

'Our school is where we belong, where we are happy and where we feel proud of our achievements. Where tradition matters and everyone shines. Believe it, achieve it!'

Our School values underpin all that we do:
Opportunity, Community, Endeavour, Achievement, Nurture. FUN.

This policy should be read in consultation

- the [St Peter's School Baccalaureate Policy](#) which holds more details about how the Bacc was designed and an appendix of core SPB documents.
- the [TEACHING AND LEARNING POLICY](#) which outlines our aims for how and why we deliver the curriculum

St Peter's School Baccalaureate® Curriculum

Curriculum Statement:

All departments follow National Curriculum 14 as their starting point covering all objectives. Other learning skills and experiences are layered across these objectives to offer our children a wide, varied, progressive and constantly evolving curriculum. It is the National Curriculum, but much more.

In Nursery and Reception classes, the school teaches towards the Early Learning Goals and adheres to the assessment arrangements of the EYFS Statutory Framework.

We aim to provide a curriculum framework for 3-13 year olds which prepares all children for a seamless transition between key stages and to their next schools, rewards academic achievement, gives equal weight to all subjects and empowers and inspires the teaching staff and pupils alike.

Our curriculum delivers experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We aim to create and foster links between subjects, helping pupils to transfer their learning from one subject to another.

Our curriculum rewards pupils both inside and beyond the classroom and encourages them to use their initiative. Outdoor Learning is valued and used frequently.

The curriculum demands excellent subject knowledge by our staff and creative thinking in the curriculum delivery. Happy and secure working relationships are vital in this process.

Our Curriculum:

The Faculty Areas of Learning

The Curriculum's subjects are organised into Faculty Areas of Learning. We have Heads of Faculty and Subject Heads within that Faculty.

| Area of Learning: | St Peter's Qualities | Core Academic Languages | | | Core Academic Sciences | | | Humanities | | | Creative Arts | | Performing Arts | | Sport | |
|-------------------|----------------------|-------------------------|--------|---------|------------------------|---------|-----------|------------|---------|-------------------|---------------|----|-----------------|-------|-------|----|
| Subject: | PSHEE | English | French | Spanish | Maths | Science | Computing | Geography | History | ES and Philosophy | Art | DT | Music | Drama | Games | PE |

The Curriculum also has the following areas threaded through.

| | | | | | |
|--|------|----------------------------------|-------------------|------------------------------|--|
| Co-Curricular impacts of Trips Visits Enrichment | EYFS | Learning through the Outdoors | Critical Thinking | Pastoral side to learning | Teaching strategies in all subjects through Computing Opportunities |
|--|------|----------------------------------|-------------------|------------------------------|--|

Faculty area of Learning - St Peter's Qualities

Taking advice and guidelines from the Government statutory PSHE curriculum and The PSHE Association; we have rewritten our PSHE plans (during 2018-2022) academic year. We will gradually archive our old scheme of work which was all written on a previous National Strategy; SEAL (Social and Emotional Aspects of Learning).

Mindfulness was introduced to our curriculum in 2017 and will now be delivered by a Paws.b and (dot).b trained teacher. This 24 week programme has been targeted at Years 3 and 4 pupils and will appear on their timetables. Other pupils may access mindfulness through the activity programmes. Thinking and Learning Skills will also be introduced during these mindfulness lessons. Wellbeing is targeted in PSHE but thread through all lessons.

Faculty area of Learning - Core Academic Languages

Writing opportunities are wide and varied. Many opportunities are cross-curricular.

Our Reading Programme is called 'My Reading Journey' and it has been written and designed by Mrs Anna Bruce-Jones (Reception teacher) who has addressed phonic skills and technical accuracy for truly independent readers for life. This was written and developed and slowly rolled out and implemented throughout the school. Much staff training continually takes place.

We band reading books by Cliff Moon colour banding. We buy a broad stock of books to grab the interest of all readers. The reading scheme is varied and wide ranging.

Our libraries are well used and formal Library lessons are provided for Pre-prep and Lower school year groups. These are 30 minutes a week and based around 10 key objectives. They are all based in the Research & Learning Hub (Main House) or in the Hublet (Early Years Hall). Critical thinking is focused on in Library lessons too.

Our spelling programme is based on key spelling lists and personalised to the child - it is intrinsically linked to interactive resources on Discovery Education: Espresso.

Handwriting and presentation is valued. Years 3-8 pupils use handwriting examples in the front of all books to provide an insight example of 'best' handwriting. Pen licences apply at different entry/exit points.

MFL is a high attaining curriculum - we are currently working on some learning by Gian Franco Conti - this includes strategies to support proficiency in language acquisition and establishing patterns in word order. 'Slow chat' programmes such as Edmodo. We use a range of interactive resources.

Faculty area of Learning - Core Academic Sciences

Science is a well enriched and home written curriculum using National Curriculum Objectives and St Peter's School Baccalaureate® Learning Skills. Practical at its heart.

We use White Rose Maths to structure our Maths Programme of Study for pupils in Year 1 through to Year 6. This is complemented with other schemes such as NRich, Kangaroo Maths (Year 7 and 8), Times Tables clubs, My Maths Journey (EYFS), My Maths (Yr3-8), Atom Learning, Purple Mash and The Power of Two.

Computing is a rich, multifaceted subject that encompasses many aspects of the mathematics and science curriculum. Here at St Peter's we have iPads, chromebooks and laptops available to the children and this hardware gives the children opportunities to experience three different computing platforms whilst developing their computing experiences using the five computing strands of programming, multimedia, handling data, internet safety and technology in our lives.

Faculty area of Learning - Humanities

Interesting and deeply varied home written curriculum using National Curriculum Objectives and St Peter's School Baccalaureate® Learning Skills. We use many different curriculum tools and resources both online and as secondary sources to enhance the pupils' learning. Curiosity, finding and presenting skills are key to this Faculty area. Geography, History, Humanities and Religion and Philosophy are studied. Younger pupils may refer to Humanities as 'Topic'. Humanities topics allow much cross curricular work between all other faculty areas.

Faculty area of Learning - Creative Arts

Interesting, wide and varied home written curriculum using National Curriculum Objectives and St Peter's School Baccalaureate® Learning Skills. Many skills taught are advanced. This is a product / project based curriculum. Art, DT and Food Technology are studied.

STEM opportunities are enriched alongside the Sciences Faculty.

Faculty area of Learning - Performing Arts

Aspirational, home written curriculum using National Curriculum Objectives and St Peter's School Bacallaureate® Learning Skills. Much curriculum design has had to be done in this area to 'up skill' from Curriculum 14 - see development plan - Music has more differentiation, support and challenge than most. Complete and full Peripatetic programme. A plethora of activity groups - both open and invited. Drama has been on Curriculum since September 2017 and was previously taught as part of the English Curriculum. Drama as an individual subject has been revolutionary in children's enjoyment and learning.

Faculty area of Learning - Sport

Impressive, home written curriculum using National Curriculum Objectives and St Peter's School Bacallaureate® Learning Skills. PE, Sport and Physical development of pupils has needed much work to extend a large proportion of our pupils. Differentiation has been a focus. Committed and experienced staff have written a programme of opportunity for all pupils in as many sporting experiences as possible. 'Sport for all' is the ethos. We use many different curriculum tools and resources both online and as secondary sources to enhance the pupils' learning. A new (2019-2020) introduction of 'alternative sport provision' is offered. Swimming is targeted to Yr1&2 in winter months at an offsite venue. Regular match and fixtures programme - hugely inclusive.

Planning Documents

The St Peter's School Bacallaureate® Curriculum is based on a number of key planning documents (SPB Curriculum Planners, Pen Pictures & Subject Overviews) Curriculum planners are currently stored online. Curriculum planners are currently electronically stored on Staff docs, but will be moving to Google docs.

[Pen Pictures](#)

[Pen Pictures & Subject Overviews](#)

[St Peter's Bacallaureate](#)

Activities

Extra-curricular activities form part of the broad curriculum on offer at St Peter's and run as drop in lunch clubs, after school clubs and weekly Friday activity afternoons making a choice of activities part of our curriculum. We try to offer activities that are an extension of what is on offer as part of the normal curriculum rather than more of the same. We want the children to try new experiences and have a wide variety of choices and opportunities to have fun, but to also progress in a new skill.

Drop in Clubs

A program of drop in before school and lunchtime clubs is offered every week which all children can dip into if they wish. These range from mud kitchen to running club, chess and mindfulness. Whizz kids biking for EYFS takes place at lunchtime. The emphasis is on flexible choice and a

'drop in' nature for the pupils. A termly commitment is expected at music & drama clubs (eg. the choirs or wind bands).

After school clubs

There is a program of bookable after school clubs which are run by external providers and by school staff. Some may be charged. There is a thriving Martial Arts School, coaching for tennis and swimming, options such as green screen filming or arts and crafts. Prep is always an option after school for all pupils and supervised by the child's form tutor.

Friday Activity afternoon

Friday activities from Year 3 to Year 8 take place every week from 15:15 and 16:15 (sometimes 17:00) and are part of the weekly school timetable. There is a huge range of activities on offer which change each term. The schedule is published at the end of the previous term. Some are chargeable to parents and some may be onsite or offsite. Activities range from Lacrosse, Sailing offsite to cookery in the Home Economics room.

Squash & Individual Music Lessons

Visiting peripatetic staff specialists take pupils for 1 to 1 lessons in Music (during class time on rotation so pupils don't miss the same lesson twice) or squash (outside of lesson time)

[An example of our Activity Program can be found here](#)

Timetable

Timetables are personalised for: each year group, each member of staff, each child. This area is the responsibility of the Deputy Head Teaching and Learning and the Director of Operations. Any alterations that need to be made must be directed through the Deputy Head of Teaching and Learning. Room changes can and do take place. Permanent changes are directed through the MMT and Head. St Peter's uses two market products, namely 'Timetabler' which is then uploaded to 'SchoolBase'.

Curriculum Hourage 2019-2020 (2020-2021 Covid Year)

| | | UPPER SCHOOL | | | | | | LOWER SCHOOL | | | | | | PRE-PREP | | | | EYES | | | |
|----------------|---------|--------------|------|------|------|------|------|--------------|------|------|------|------|------|----------|------|------|------|------|-----|---------|---------|
| Teaching time | | | | | | | | | | | | | | | | | | | | | |
| Tutor / Stream | Yr Gp | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B |
| | | Yr 8 | Yr 8 | Yr 7 | Yr 7 | Yr 6 | Yr 6 | Yr 5 | Yr 5 | Yr 4 | Yr 4 | Yr 3 | Yr 3 | Yr 2 | Yr 2 | Yr 1 | Yr 1 | Rec | Rec | Nursery | Nursery |
| FACULTY AREA | SUBJECT | | | | | | | | | | | | | | | | | | | | |
| SPQ | PSHEE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |

| | | RSE curriculum hourage | | | | | | RSE curriculum hourage | | | | | | RSE curriculum hourage | | | | | | | |
|-----------|---|---|-----|-----|-----|---|---|--|-----|-------------------------------------|-----|-----|-----|--|-----|-----|-----|-----------|-----|-----|-----|
| 8:40-9:00 | Tutor time / Community 20 X 5 = 100 mins | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |
| | | Monday, Thursday - community time Tuesday, Friday - tutor time | | | | | | Monday, Tuesday, Thursday - community time Wednesday, Friday - tutor time | | | | | | as per TT | | | | as per TT | | | |
| | ASSEMBLY | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| | | Wednesday 12:00-13:00 Friday 2-3 | | | | | | Wednesday 12:00-13:00 Friday 2-3 | | Wednesday 12:00-12:30 Friday 2-3 | | | | Wednesday 9:10 - 9:40 am Friday 2-3 | | | | | | | |
| | Mind T&L/Wellbeing / | | | | | | | | | 0.5 | 0.5 | 0.5 | 0.5 | | | | | | | | |
| | ACTIVITIES | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1.5 | 1.5 | 1.5 | 1.5 |
| | | *NOTE: Friday Activities for Years 5-8 actually go between 3:15-5:00. Therefore the prep session does not happen on a Friday evening. However not added into learning time. | | | | | | | | | | | | | | | | | | | |
| CAL | ENGLISH | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | |
| | FRENCH | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| | SPANISH | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | |
| | LIBRARY | 0 | 0 | 0 | 0 | 0 | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| CAS | MATHS | 4 | 4 | 4 | 4 | 4 | 4 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 5 | 5 | 5 | 5 | | | | |
| | SCIENCE | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | |
| | COMP | 0.5 | 0.5 | 0.5 | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |
| HUM | GEOG | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | |
| | HIST | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | |
| | R&P | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|-------|----|----|----|-----|----|----|----|----|----|----|----|----|------|------|------|------|---|---|---|---|
| | HUMS | | | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | |
| CA | ART | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |
| | DT | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |
| PA | MUSIC | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | DRAMA | 0 | 0 | 0 | 0.5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |
| SPORT | GAMES | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 2 | | | | |
| | PE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total Teaching Hours per week | | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 27.5 | 27.5 | 27.5 | 27.5 | | | | |

Specialist Teaching

Specialists Teaching begins in Nursery and builds quickly to enable our very experienced and talented staff team to teach specialist lessons around the school to different age pupils.

| Yr Gp | N | R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------------------------------|-----------------|----------------------------|-----------------------|-----------------------|---|---|--|-------------------------|-------------------------|-------------------------|
| Timetabled Specialist Teaching | French Music PE | French Music PE | French Music PE Games | French Music PE Games | French Music PE Games Mindfulness Drama | French Music PE Games Science Computing Mindfulness Drama | French Music PE Games Science Computing Art/DT Drama | All Specialist teaching | All Specialist teaching | All Specialist teaching |
| | Wild Woods | Beach School Wild Woods | Swimming | Swimming | ESB Level 1 | Brass or strings Unit of work | ESB Level 3 | | | |

Academic Team

Members of the Academic Team

- Deputy Head T & L (Chair)
- Assessment Coordinator
- Heads of Faculty
- Other members MMT as required

Academic team responsibilities

- Reviewing and creating Timetable
- Reviewing and managing Curriculum hourage
- Reviewing and managing assessment procedures and progress throughout the school
- Running a program of Major (Every 3 years) and Minor (Yearly) Faculty reviews (see Monitoring Teaching and Learning in the Teaching and Learning policy)
- Rotas routines and deadlines of all academic responsibilities.

Faculty Teams

- Head of Faculty
- One member of PP, LS and US as a representative for each faculty area
- Subject leaders for each subject in faculty (this may be the same member of staff as the Head of Faculty or representatives from PP, LS and US)

Head of Faculty responsibilities

- Creating a Vision Statement for the faculty and philosophy behind the teaching
- Creating a Policy Statement for the faculty and subjects within it
- Creating a 3 year development plan based on whole school development priorities and findings of the Major and Minor reviews
- Reviewing (yearly) Curriculum Planners for each faculty subject
- Reviewing (yearly) Bacculaureate Faculty grids
- Monitoring the quality of Teaching and Learning within the Faculty ensuring pupils make progress
- Managing Faculty enrichment experiences, activities, days and assemblies
- Managing the Faculty budget;
- Contributing to school liaison and marketing including the Harefield magazine
- Maintaining faculty excellence folder updated on an annual basis with examples of best practice, work, differentiation, innovation, display.

Subject Leader responsibilities

- Team member of Faculty team
- Curriculum Planners - Writing and reviewing yearly to ensure high quality of teaching and learning to enable excellent pupil progress
- Resources - Compile, complete, and updated list of resources held for subject and plan resources you request with coordinators across school
- Bacculaureate subject grids review yearly

*****Covid-19 Addendum**

Due to the Covid -19 Global Pandemic there may have to be alterations in timeframes and approaches to the Curriculum policy.

These changes will have been documented through IMT decisions taken. (IMT = Incident Management Team).

All Curriculum will be covered out as set out in this policy. Amendments will be made on Curriculum timings and topics as suitable for remote learning.