



# Wakefield Grammar Pre-Preparatory School

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| <b>Checker Person Name<br/>Quality Assurance</b>      | Penny Plumpton, Governor  |
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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

## **CHANGE RECORD - REVIEW PERIOD (2 YEARLY)**

| <b>Version</b> | <b>Date</b> | <b>Change details</b>           |
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| V1.00          | Jan 2022    | Created; Emma Gill, WGPPS Head. |

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## **WGPPS Curriculum Policy**

### **Context**

Wakefield Grammar Pre-Preparatory School is a happy and secure environment. Pupils are encouraged to be confident, to develop their special talents and to fulfill their academic potential. The school community is socially and culturally diverse.

Pupils in the Pre-Prep spend most of the week with their class teacher, who is the central figure in their lives at school. They are also taught by a team of specialists including physical education, swimming, French and music teachers. They are supported by classroom assistants, lunchtime supervisors and Early Morning (Owlets) and After School Care (Hoots) supervisors.

The classrooms provide vibrant, exciting spaces in which to learn. The Pre-Prep houses FS1 (Nursery), FS2 (Reception), Year 1 and Year 2. There is an assembly hall, Foundation outdoor area and a fully-equipped Key Stage 1 playground. We can also use the variety of venues across the Wakefield Grammar School Foundation (thereafter known as WGSF), including but not exclusive to:

- Jubilee Hall (Wakefield Girls High School/WGHS)
- Hartley Pavilion (Wakefield Girls High School/WGHS)
- Sports field and pavilion (Wakefield Girls High School/WGHS)
- Junior section playground (Wakefield Girls High School/WGHS)
- Owl's Den (Queen Elizabeth Grammar School/QEGS)
- Queen Elizabeth Hall (Queen Elizabeth Grammar School/QEGS)
- Queen Elizabeth Theatre (Queen Elizabeth Grammar School/QEGS)
- Swimming pool (Queen Elizabeth Grammar School/QEGS)

The curriculum at Wakefield Grammar Pre-Preparatory School (WGPPS) comprises all the planned activities which we organise in order to promote excellent learning and personal growth and development within our children. Our curriculum seeks to ensure that we as a school develop independence and responsibility in all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and cooperate with others while developing the knowledge and skills which will enable them to achieve their full potential.

### **Vision**

Our vision is, "Big futures start at Wakefield Grammar Pre-Preparatory School'. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instills a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning."

We seek to provide children with a rich knowledge of the best of what has been written, thought and said.

## Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling and useful lives. Our school curriculum is underpinned by our school values, '**Respect, Resilience, Kindness**'.

This means that we will expect the best of every child, will encourage them to be curious and inquisitive and will provide a learning environment in which they will be able to develop to the absolute summit of their potential.

It also means that we will respond warmly and constructively to less able children and to those with special educational needs. We believe that such children contribute immeasurably to the life of a school and we will nurture them to the best of our ability. In every aspect of the curriculum we will promote the value of equality.

## Drivers

The staff at Wakefield Grammar Pre-Preparatory School plan with four key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum, they are:

- Reading
- High Aspirations
- Creativity
- Child Initiated/Play Based Learning.

## The curriculum

As an independent school, we are not required to follow the National Curriculum. We recognise, however, the excellence of the National Curriculum in many areas, and we will use appropriate resources when we believe them to be in line with our curriculum aims.

### Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (i.e. Foundation Stage 1 and 2) we will follow the Early Years Foundation Stage and provide teaching and assessment in line with its requirements.

In the EYFS, children will be taught the seven statutory areas: the Prime areas of Communication & Language, Physical Development and Personal, Social & Emotional Development; and the Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our aim within our EYFS is to ensure that all our pupils receive a broad and balanced curriculum to prepare and equip them for their future learning and experiences. The characteristics of effective learning underpin learning and development throughout the EYFS curriculum.

### Key Stage One (Years 1 and 2)

From Year one onwards, children will be taught in subjects through a 'topic'. The subjects within the curriculum will be:

- English (including phonics, speaking and language and handwriting),
- mathematics,
- science,
- history,
- geography,

- religious education,
- arts,
- information technology

In addition we will teach:

- at least one music lesson per week
- physical education (including swimming from Foundation Stage 2)
- at least one PSHE lesson per week
- philosophy for children (P4C) sessions
- one French lesson per week

Through the curriculum, we aim to equip children with the knowledge, skills and attitudes which will enable them to:

- Be creative, imaginative thinkers
- Be problem solvers
- Be unafraid of making mistakes
- Challenge themselves to do even better
- Be enquiring and able to ask good questions
- Understand their own and others' emotions and feelings
- Form their own views and be able to articulate them
- Be wholly respectful towards others who are different and/or have different views
- Become avid readers
- Have a sound knowledge of Fundamental British Values and the diverse nature of modern Britain;
- Rule of Law
- Mutual Respect
- Democracy
- Personal Liberty
- Tolerance of Culture, Faith and Others

Be able to act appropriately in a range of "risky" situations

- Develop confidence
- Develop a good sense of humour and a sense of perspective
- Work as part of a team where necessary
- Be aware of how to live a healthy lifestyle
- Enjoy positive relationships with others
- Know the difference between right and wrong

- Know how to care for the environment

The above is not an exhaustive check-list but sets out our priorities for our children’s academic, personal and social development.

## Organisation and Planning

We will take great care to plan our curriculum carefully, so that there is coherence and progression at every stage. We agree on a long term plan for each Year group. This indicates which topics are to be taught in each term, and to which groups of children. We will review our long term plans on an annual basis.

The curriculum carefully plans for progression throughout Foundation Stage and Key Stage 1. It also links carefully to the Key Stage 2 curriculum that both our boys and girls will experience, ensuring that there is a cumulative approach to teaching which builds upon skills and knowledge gradually; providing our children with a variety of contexts to practise and apply, then refine and improve.

Provision is designed to advance understanding, gradually, throughout a key stage. Lessons are not necessarily an ‘event’ in themselves. They are part of the process of learning which will carry on over several days or even weeks until a pupil is showing the required level of understanding. Some lessons may involve multiple learning objectives. Learning is not linear and children do not make equal steps of progress in all areas.

Maths and English will be taught daily, other sessions will, as described above, typically involve topic work and will be designed to provide a more flexible approach enabling teachers to cover the necessary material in a particularly enriching and engaging way. Detailed plans for the curriculum will be drawn up on a termly basis and evaluated by the Senior Leadership Team (SLT) along with the teachers involved in order to ensure that all subjects are being adequately covered.

Each year group has a timetable which shows the time dedicated to each area of the curriculum.

An example of which can be found below:

|             | 8.30-8.45<br>EMW<br>(15 mins) | 8.45-9.10 Reg<br>(25 mins) | 9.10-9.35<br>P1.1<br>(25 mins) | 9.35-10.00<br>P1.2<br>(25 mins) | 10.00-10.25<br>P2.1<br>(25 mins) | 10.25-10.55<br>P2.2<br>(30 mins) | 10.55-11.15<br>Break<br>(20 mins) | 11.15-11.40<br>P3.1<br>(25 mins) | 11.40-12.05<br>P3.2<br>(25 mins) | 12.05-12.30<br>Lunch<br>(25 mins) | 1.15-1.40<br>P4.1<br>(25 mins) | 1.40-2.10<br>P4.2<br>(30 mins) | 2.10-2.25<br>Break<br>(15 mins) | 2.25-2.55<br>P5.1<br>(30 mins) | 2.55-3.20 / 3.25 / 3.30<br>P5.2<br>(25+mins) |
|-------------|-------------------------------|----------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|-----------------------------------|--------------------------------|--------------------------------|---------------------------------|--------------------------------|--|
| <b>Mon</b>  |                               | Reflection                 | Literacy                       |                                 | Maths counting / focus           |                                  |                                   | Maths                            |                                  |                                   | Topic - History                |                                |                                 | PSHE                           | RE   |
| <b>Tues</b> |                               | Reflection                 | Literacy                       |                                 | JT swimming                      |                                  | Swim                              | Maths                            |                                  |                                   | Art                            |                                |                                 | ICT                            |  |
| <b>Wed</b>  |                               | Reflection                 | Literacy                       |                                 | Maths                            |                                  |                                   | Science                          |                                  |                                   | Topic - History                |                                |                                 | Topic - History                | NRS  |
| <b>Thur</b> |                               | Reflection                 | Literacy                       |                                 | French                           |                                  |                                   | Music                            |                                  |                                   | Maths                          |                                |                                 | Science                        |  |
| <b>Fri</b>  |                               | Reflection                 | Games                          |                                 |                                  |                                  |                                   | Outdoor Maths                    |                                  |                                   | Topic                          |                                |                                 | NRS                            | Y1/2 singing                                 |

Minutes of school day: 8.45am – 3.20pm = 395 mins (FS1)  
8.45am – 3.25pm = 400 mins (Y1)  
8.45am – 3.30pm = 405 mins (Y2)

Teaching minutes of school day: 290 mins (FS1)  
295 mins (Y1)  
300 mins (Y2)

## **Progress**

Progress is defined as the securing of essential knowledge, skills and understanding. This means that pupils in school will experience the same content over and over again, each time in a richer and more challenging context, thus extending their understanding further. We do not rush to introduce new content as it is important that pupils are able to evidence that they are able to apply knowledge and skills first and then master them in diverse and unfamiliar contexts.

We aim to challenge, support, extend and embed children's understanding within each area of the wider curriculum with accuracy and fluidity.

## **Assessment**

At Wakefield Grammar Pre-Preparatory School we believe that accurate assessment is the basis of high quality teaching, as it allows learning to be planned and taught appropriately to meet the needs of children so that all are helped, stretched and nurtured in the most effective way.

In EYFS ongoing daily observations and assessments enable the teacher to assess each pupil's progress in relation to each of the 17 Early Learning Goals, and to report on each pupil's Characteristics of Learning.

EYFS profiles, produced in line with statutory requirements, provide a basis upon which Year One teachers can build.

From Year One onwards, assessment will be carried out in line with our Assessment Policy. Progress in key subjects will be assessed every term and more formally at the end of each school year. Each subject will be reported on to parents at the end of the year through a formal report and during the autumn and spring terms, through parents' evenings.

## **Curriculum Monitoring and Review**

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum. She, along with the Deputy Head, will monitor lesson plans, arrange for pupils' work to be moderated and carry out regular learning walks in order to support teachers as they deliver their plans and develop their knowledge and expertise. The school places the quality of teaching at the very top of its list of priorities, second only to **Safeguarding**, and it will actively and formally review the curriculum, its delivery and its effectiveness at least annually.