



## CURRICULUM POLICY

Hale Prep's curriculum is designed to meet one of the school's primary aims, "To provide a well-rounded education". The school provides full-time supervised education for pupils aged 4 – 11 years. The curriculum is designed to allow scope for the development of pupils' talents and interests at all stages and to provide a variety of learning experiences that are broad, balanced, challenging and enriching.

The school is committed to providing opportunities for all pupils, including those with special educational needs (including those with an EHC plan) and for those whose second language is English. The school encourages pupils to respect the fundamental British values (FBV) of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. This is taught through ethics but is valued throughout all aspects of school life. In line with the Equality Act 2010, pupils are not discriminated against based on protected characteristics. Classes are taught in mixed-gender classes and the curriculum is planned to be appropriate to the pupils' ages and needs. It aims to prepare pupils for the opportunities, responsibilities, and life experiences in British society.

Each curriculum subject is carefully mapped and sequenced in skills and knowledge from the reception class to Y6. End of year expectations are clear and a subject specific vocabulary spine develops as the children progress through the school.

### a) Linguistic

The school strives to develop pupils' communication skills and increase their command of the language through listening, spelling, reading, writing, and speaking.

### b) Mathematics

The school strives to develop calculation skills, understanding of concepts and the ability to think logically and express themselves clearly.

### c) Scientific

The school strives to increase pupils' knowledge and understanding of nature, materials, and forces and develop science skills – observing, forming hypotheses, conducting experiments, and recording findings.

### d) Technological

The school strives to develop skills associated with information and communication technology—reference ICT scheme of work. The school provides opportunities to

work with tools, equipment, and materials to build their design products. The school runs a very popular 'coding' club after school.

#### e) Human and Social

The schemes of work in history and geography ensure pupils are aware of their environment and how human action has influenced events and conditions.

#### Physical

The school endeavours to develop pupils' physical control and coordination, develop tactical skills in various games and acquire knowledge of basic principles of fitness and health. All lessons are delivered by specialist teachers.

Games in years 3-6 occur off-site at Bowdon Cricket Club, or in the event of inclement weather at St Mary's Hall. The consent form signed by all parents at the start of the year covers these off-site activities.

There are many extra-curricular sporting activities throughout the year, including dance and yoga.

#### g) Aesthetic and Creative

The school provides a range of experiences, enabling pupils to make personal, imaginative, and practical responses. The art, music, drama, French and Spanish curricula are mapped and sequenced in skills and knowledge to develop and build upon prior learning. Specialist teachers maximise the children's progress and attainment over time.

The school offers extra-curricular art and 'create' clubs.

#### h) Personal, Social, Health and Economic Education

The programme reflects the school's aims and ethos and gives the pupils experience in spiritual, moral, social, and cultural education appropriate to the age and abilities of the pupils. Fundamental British values are encouraged to be respected by all pupils. A balanced presentation of political views is presented when political issues are being explored.

Extremist views are not promoted, and a balanced argument is always presented during class discussion. The programme encourages respect for other people, particularly regarding the protected characteristics in the 2010 Act.

#### Citizenship and Community Action:

We are committed to fostering a community built on kindness, respect, and fairness at Hale Prep School. Leading by example, promoting honesty and inclusivity in everything we do.

Through active participation in local initiatives and helping those in need, we encourage students to make a positive impact with good choices and grow as responsible members of society. We aim to build a caring and supportive community where everyone thrives.

### i) Safeguarding

Children are taught about safeguarding online and daily from Year 3. Internet safety is covered in Computing and PSHE while safeguarding is taught in PSHE. An NSPCC assembly is delivered annually to discuss safeguarding issues with all years.

The curriculum is enhanced by a full range of extra-curricular activities, from the Lacrosse club to yoga, wellbeing and 'vets club' to guest speakers. A current list is available on the school's website.

The children are taught 13 subjects by 13 teachers specialising in one subject. Additional support is organised by Mrs Halliwell, the SENCO (Special Educational Needs Co-Ordinator.)

The school has a role in preparing its pupils for their secondary education. In preparation for the examinations for local grammar schools in years 5 and 6, the curriculum includes lessons in verbal and non-verbal reasoning. There are adequate opportunities for pupils to experience the responsibilities of adult life. They are given roles such as librarians and playground leaders, 'Guardian Angels' for new reception children, and leadership responsibilities at the open evening.

The teaching of the school is characterised by the following:

1. A variety of teaching approaches: Class teaching, small groups and individual support.
2. Excellent teacher subject knowledge achieved by subject specialists.
3. Lessons planned that reflect the needs and abilities of the pupils.
4. Good classroom management is reflected in good discipline and time management. All pupils are treated equally.
5. Meticulous marking and assessment procedures ensure all pupils' progress.

Teaching is constantly evaluated:

1. An annual reappraisal of the curriculum ensures that the school's aim of providing a well-rounded education is achieved
2. September 2023 GL Assessment introduced to monitor pupil progress.
3. The results of the range of exams taken by year 6 each year are studied, evaluating whether the school has achieved its aim of ensuring pupils enter a secondary school commensurate with ability.
4. NFER, non-verbal reasoning, verbal reasoning and maths tests and the school's continued assessment. Assessment in maths and English has been re-addressed due to the changing needs of children.

## Reception Class

Hale Prep has been granted exemption from the learning and development requirements of the early-year curriculum specified by the Department of Education.

The school was granted this exemption because it was classed as outstanding on its inspection from 28th April to 1st May 2008. This allows the school to develop a curriculum suited to its style and ethos. The school rigidly adheres to all safeguarding and welfare requirements for children in their early years.

All children are given equal access and opportunities to develop their knowledge and skills in a curriculum that is compartmentalised into seven sections, realising the various strands' considerable interdependence.

Over the whole programme, we incorporate rigorous assessment of every child, especially identifying difficulties early on so that well-matched and timely support and intervention can be provided.

## Mathematics

- Develop and improve skills in counting, understanding, and using numbers.  
Calculate simple addition and subtraction problems.
- Describe shapes, spaces, and measures.
- Acquire mathematical vocabulary
- Understand concepts of time and distance.
- Be able to read mathematical notation.
- Introduced to the logical recording of their work.

## Literacy

- Link sounds and letters.
- Begin to read and write.
- Access to reading materials in the classroom and library, including books and poems.
- To develop skills of narrative.
- To begin to use more than one strategy when reading unfamiliar words.
- To read and write some common irregular words.
- To write simple sentences where some words are spelt correctly and others are phonetically plausible.

### Communication and Language

- Develop confidence to express themselves in various situations.
- Develop an ability to listen to others. To respond to what they hear.
- Develop and understand/be able to follow instructions.

### Expressive Arts and Design

- Enjoy music, movement, and dance.
- Enjoy opportunities to develop skills in drawing and painting.
- Enjoy opportunities to engage in role-play.

### Physical Development

- Present opportunities for physical activity, developing control, coordination, and movement.
- To be made aware of the importance of physical activity.
- To explain the importance of healthy eating. (Science & Ethics)
- Handle equipment and tools effectively, including pencils for writing.
- Manage basic hygiene and personal needs, including dressing and going to the toilet.

### Personal, Social & Emotional Development

- Develop a sense of good behaviour towards others and act appropriately in various situations.
- Develop social skills. Form relationships – play co-operatively, show sensitivity to others' needs and feelings, and have positive relationships with adults and peers.
- Foster a belief in their abilities. Be confident when trying new activities and speaking in a familiar group. Be assured when asking for help.
- Develop an ability to handle their feelings.

### Understanding the World

- Develop an awareness of the local community (local visits) – similarities and differences.
- Develop an awareness of the world. (Geography)
- Develop an awareness of different cultures – similarities and differences.
- Introduced to technology. (Computers) Select and use technology for purposes.
- Talk about past and present events in their lives.
- Know similarities and differences between themselves and others and among families, communities, and traditions.

It is essential to monitor each child's progress, and the school employs a range of assessment procedures.

1. Baseline assessment and end-of-year analysis. (GL ASSESSMENT)
2. Objective measurement of reading progress.
3. File of work maintained by the class teacher.
4. Scrutiny of work by the Headmistress.
5. Regular reports to the head.

The maximum number of reception places is thirty-six children.

This academic year, there are 34 Reception children in the year group. They have registration together in the morning and after lunch and are taught in two groups of 17. Each group has one fully qualified, experienced teacher and one fully qualified, experienced teaching assistant. In addition to this, each child has a daily individual one-to-one phonics lesson.

They follow a full curriculum, with intensive precision teaching focussing on core skills of English and mathematics. PE, music, science, art, speech and drama specialists teach the children weekly.

Children are provided with a hot lunch daily. The weekly menus are available on the school website. The children have a healthy snack and drink in the morning and afternoon.

### **Class sizes throughout the school 2024-2025**

Reception Class: Two groups of seventeen children. Both have a full-time teacher and teaching assistant.

Y1 and Y2 classes have fewer than twenty-four children, and in the juniors, the maximum number of children in class is eighteen.