

# SKIPPERS HILL MANOR PREPARATORY SCHOOL

## Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS  
It pays due regard to any policies and procedures in the Safeguarding Policy and meets  
the requirements of the Equality Act 2010



# Skippers Hill Manor Preparatory School

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by

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## Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the senior schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. Please refer to the school's separate PRHSE policy (which is currently under review). It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 2 up to the age of 13. In the Early Years, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

**Aims of the curriculum:**

The school delivers its stated aims through a rich curriculum:

At Skippers, each pupil will:

- Participate and achieve in all aspects of school life, becoming a well-rounded and confident individual
- Become an effective learner who takes pride in their achievements, facing and overcoming challenge
- Develop courage and independence, demonstrating ownership of their learning and the school
- Be healthy, happy and know how to stay safe
- Be inclusive, tolerant and fair-minded, valuing the importance of relationships with others

**Objectives of the curriculum:**

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. Further information can be found in the PRHSE policy.

## **Curriculum**

### **ORGANISATION:**

The curriculum is organised appropriately and effectively in terms of time allocation per subject. Pupils are mainly taught in mixed ability groups. Setting in certain subjects may be arranged, when appropriate. Some pupils in years 6, 7 and 8 may drop Classics to have an additional support lesson.

Kindergarten to Year 2 are taught by class teachers, with some additional support. They have specialist teachers for Games, P.E. French and Music.

Years 3 and 4 are taught mostly by their class teachers, who divide their time between these classes, to utilise their subject strengths. Subject specialists teach these classes for Music, French, P.E. and Games.

Years 5 to 8 are taught all subjects by subject specialists.

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- Academic - English, mathematics, science,
- Linguistic - French, Latin
- Human and Social - history, geography, religious education (GSE Curriculum)
- Aesthetic and creative education - art, music, dance, drama
- Life Skills – general studies, personal education and personal, social, health and citizenship education (PRHSE and GSE)
- Physical – Individual and Team Sports, Gymnastics, Clubs
- Technological - ICT, design and technology (Creative Curriculum)

### **Foundation Stage (Age 2 – 5 yrs)**

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- Three prime areas of learning most essential for children’s readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French and physical education.

### **Key Stage 1: (Years 1 and 2):**

Pupils are taught English, Maths, Science, Art, ICT, Music, French and P.E./Games. History and Geography are taught on a “topic” basis and PRHSE mainly on a cross curricular basis.

**Key Stage 2: (Years 3-6):**

Subjects taught are English, Maths, Science, History, Geography, French, Latin (Classics - from Year 5), P.E./Games, Art/D.T, Performing Arts (Music and Drama), ICT and PRHSE/VfS (Votes for Schools). Although the National Curriculum programmes of study are covered there will be some diversification from this, due to the entry requirements of a variety of destination schools. This may include moving things down from KS3 to be taught in UKS2 and assessed at 11 to meet this demand. Many subjects need to cover additional work for the 11+ and 13+ selection system and Scholarship work.

**Key Stage 3: (Years 7 and 8):**

Subjects taught are as for Key Stage 2. Again, diversification from the Key Stage 3 programme of study is necessary, to meet the demands of entry requirements of various schools at 13, including 13+ Common Entrance and Scholarship work.

The curriculum fully complies with statutory requirements and coherent provision is made for the integration of the major cross - curricular skills. Further detail on content for each subject can be found in the school's curriculum maps and schemes of work. The school provides up to date careers guidance for pupils, which is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Information can be found on the school's website: <https://www.skippershill.com/years-5-to-8/senior-school-preparation/>  
For example:

- Parents and pupils are invited to attend presentations and workshops on senior school choices, alongside individual meetings and specific preparation for senior schools' admissions processes such as practice interviews with the headmaster.
- A structured programme of events and workshops is implemented during Year 7 and 8 which enables pupils to develop valuable life skills and real-world experiences, such as work experience and a careers fair.

Pupils have the opportunity to represent the school in teams for various sports and a varied programme of extra curricular activities open to all pupils will be provided. These currently include; Choir, Orchestra, Vocal Training, instrumental lessons in recorder, drums, flute, piano, clarinet, violin, keyboard, trumpet, guitar and saxophone, Speech and Drama, and Ballet. There are opportunities throughout the year to take examinations in these and to take part in festivals and performances. Other activities on offer are Art, Musical Theatre, Mountain Biking, Yoga, Fencing, French, Gymnastics, Swimming, Hockey, Netball, Rugby, Fitness, Badminton, Netball, Tennis, Soccer, Tennis, Dance, Cricket and Athletics.

Successes in these activities are celebrated in various ways such as Awards Assembly, displays and performances.

The hidden curriculum, such as the pastoral care system, the house system and the many ways in which pupils can take on responsibility, such as the Prefects, the School Council and the Charity Committee all enhance social development.

**Equal Opportunities and Safeguarding:**

The curriculum at Skippers Hill is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead oversees this aspect of the curriculum.

Additionally, Our PRHSE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PRHSE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy.

**Pupil Progress and Assessment:**

Pupil progress meetings, held termly, to help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile and the 2 Years olds progress check. Results of the Early Years Profile are provided to parents and the East Sussex Local Authority on request.

For further information on this, please see Assessment Policy.

**English as an Additional Language (EAL):**

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 8. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

**Careers Information Provision**

As part of our preparation for senior schools, we encourage children and parents to engage in the admissions process from Year 5 onwards. This includes Parent Presentations, Senior School workshops, Future Schools Events and individual discussions with members of the SLT. We engage with local senior schools to provide the children with experience in different areas of the curriculum through visiting teachers running sessions or the year group taking part in a school trip.

Children in year 7 and 8 are encouraged, through the GSE mentoring programme, to explore career options, further education and interests as well as beginning to build up their Personal Profile through online platforms such as Kloodle, in preparation for transition to their senior school of choice. Children take part in interview preparation with the Deputy Head and the Headmaster as well as being supported through the completion of personal applications for senior schools.

In the Summer Term, Children in Years 7 and 8 complete careers workshops, in which guest speakers come in and children take part in interactive activities.