

1. Purpose

The purpose of this policy is to explain the curriculum provision made by Wycliffe Preparatory School (WPS) for children aged 2 to 13, with the significant aim of ensuring that all pupils are encouraged to achieve their full academic, spiritual, physical and creative potential.

2. Aims

We aim to provide a broad and balanced curriculum that gives our children the necessary skills and knowledge to achieve at an appropriate level in the following phases of their education. Our pupils are able to feel good about themselves and make clear progress in an environment where learning matters. We wish to develop in our children a love of life-long learning by providing them with the skills necessary for this to be a possibility. We offer pupils a full-time supervised education which gives them valuable experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

At each stage of their education, pupils are offered a broad curriculum which is relevant to their individual age and aptitudes, including those with learning difficulties or disabilities and those recognised as being more able. Speaking and listening, literacy and numeracy are critical skills promoted throughout the school and, whatever other needs a child may have, subject time in these areas is maintained.

Regardless of a pupil's ethnicity, we aim to provide a curriculum which respects all pupils' cultural and religious beliefs, whilst at the same time ensuring their effective preparation for the opportunities, responsibilities and experiences of life in British society. At Wycliffe, we espouse a multi-cultural approach to teaching and learning and, at the same time, actively promote British values both within curriculum planning and delivery, and in the broader community. We enjoy a broad cultural pupil body and strive to ensure they experience what it means to be British and to live in Britain during their time with us.

Where a pupil has an Education and Health Care Plan, we will endeavour to ensure that the education provided meets the individual's needs and we will make reasonable adjustments. The school will actively support students with special educational needs. Students with gifts in any area of the curriculum or talents outside formal academic disciplines will be challenged and supported with coaching, guidance and, where possible, time allowances. SEN and Gifted and Talented Registers will be kept up to date by the SENCO and Gifted and Talented Co-ordinator respectively, and made available to all staff. Students will be supported primarily through setting and differentiation in the classroom and through their development as independent learners.

Reasonable adjustments will be made without further charge to parents, to accommodate those with particular learning needs. These will include provision of differentiation in the classroom and in-class resourcing such as shared TA support, electronic or manual note-taking, coloured paper and/or overlays, enhanced worksheets and favourable class positioning, sign language interpreter, lip-speaker or deaf-blind communicator readers, scribes and additional time (where allowed under national regulations) in public and internal exams.

One-to-one tuition outside the classroom is not considered to be a reasonable adjustment under this policy. Students whose needs are such that the SENCO recommends that additional tuition be provided, will be offered such extra tuition and a charge may be made for this service. Methods by which such needs are identified and met will be outlined in the SEND Policy. Students may have their timetable reduced in order to access SEND tuition or to support their study of other subjects. Such decisions will be made to maximise the potential for achievement in each child and will be taken following consultation with parents. 1:1 support in class is charged fully to parents.

Personal, Social, Health, Emotional, and Economic education is taught to all ages and reflects the School's aims and ethos. We encourage pupils to develop respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a). The curriculum reflects the five outcomes set out

in Every Child matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve economic well-being, Make a positive contribution. *[See PSHEE Policy.]* When appropriate, we endeavour to provide impartial careers education for our pupils by inviting speakers to address them about life outside education. We also work closely with the Senior School's Careers officer in providing age-appropriate careers advice, which enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential. All pupils have the opportunity, and are encouraged, to learn effectively and make appropriate progress through a range of learning styles and exposure to differing teaching styles. *[See Learning & Teaching Policy.]*

Our pupils are given opportunities at varying stages throughout their education to develop their leadership skills and experiences of life outside school. We strive to instil respect for religious and moral values and tolerance of other races, religion and ways of life. These skills are valued and assessed within the Wycliffe curriculum.

3. Curriculum Structure

The Nursery and the Reception class(es) follow the EYFS programme which includes seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Pupils in Years 1 to 8 follow the outline of the National Curriculum, adapted and extended to meet the needs of our pupils.

The core subjects of English, Mathematics and Science have the highest timetable weighting during the school day, with Games and Sport being offered outside the academic day for Years 5 to 8. PE is taught as part of the academic day throughout the school. Swimming is taught to all year groups from Year 1 upwards.

Years 7 and 8 continue to follow the National Curriculum. Pupils who require Common Entrance for entry to other schools will liaise with the Deputy Head to facilitate the required learning.

[For further details, see Departmental Policies.]

WPS offers a broad supporting curriculum through its programme of:

- Visiting speakers
- Educational visits and residential trips
- Assemblies, concerts and productions
- Extra-curricular activities
- Competitive sporting opportunities

WYCLIFFE COLLEGE PREPARATORY SCHOOL CURRICULUM POLICY



The School Week

The school week at WPS provides the following teaching hours per week

Nursery	Maximum full time: 39 hours 30 minutes Minimum part time: 8 hours 30 minutes			
Reception	24 hours 35 minutes including PE			
Years 1 & 2	25 hours 25 minutes including PE			
	Academic	Games	Cross Phase Activities	Saturday School
Years 3 & 4	21 hours (1260min)	4.3 hours (260min)	1.16 hours (70 min)	
Years 5 - 8	21.6 hours (1295min)	5.5.hours (330 min)	1.16 hours (70 min)	3 hours (180min)

A typical school year is 34 weeks long.

Special Educational Needs and Disabilities (SEND)

WPS is an all ability school, which means that it welcomes pupils with a wide range of ability levels. Wherever possible, we provide appropriate support to pupils with mild to moderate educational needs. The School's philosophy is to include children with SEND within a regular classroom setting receiving support in 1:1 lessons if necessary, and sometimes through a modified curriculum. Our aim is to ensure that all pupils are given every opportunity to achieve their potential. The School currently has 5 learning support teachers who are involved in identifying children who require learning support, in supporting their teachers, liaising with parents and outside agencies, and working with pupils in small groups or individual settings, for which there is an additional fee. We may, on occasion, recommend that a child enters a year below his or her chronological age. We also make provision for Speech and Language and Occupational Therapy support within the school day on a private basis.

[For further details, see SEND Policy.]

Gifted and Talented Pupils

WPS holds a register of its more able pupils. Membership on the register can be achieved through a member of the School's staff identifying a particular talent or ability in a child, or by recommendation from an external body the child is involved with. Rarely, a child may be placed in a year group above his/her chronological year group. The needs of our able pupils are met through a distinct programme of differentiation in the classroom as well as through extension and enrichment opportunities which are offered from time to time.

[For further details see Gifted and Talented Pupils Policy.]

Extra-Curricular programme

All pupils have the opportunity to be involved in the many extra-curricular opportunities offered either during the school day or after school. WPS recognises that it is responsible for the development of each child as a whole and provides a rich and varied programme of extra-curricular activities which provide pupils with the opportunity to pursue and develop their own interests, to experience new ventures, to compete as individuals and members of a team in various settings.

4. Curriculum Development

All policies and schemes of work at WPS are reviewed at least annually by a relevant nominated person (Deputy Head, Head of Department, Director of Pastoral Care or Assistant Heads) and may be viewed by parents on request.

WYCLIFFE COLLEGE PREPARATORY SCHOOL CURRICULUM POLICY



Monitoring and evaluation is done through regular reviews of samples of work by Heads of Department and SMT. It is the responsibility of all Heads of Department to ensure this policy is being applied effectively within their department(s). Departmental records are reviewed regularly by the Deputy Head and Assistant Heads who feed their findings to SMT. SMT is responsible for ensuring that all staff are meeting expectations.

This policy is reviewed annually by the Deputy Head.