Kimbolton School
Cambridgeshire

CURRICULUM POLICY - PREPARATORY SCHOOL

Policy Owner: Prep Head
Governor Committee: Education
Policy Summary Statement: This policy outlines Curriculum provision at the Preparatory School and how it is designed to enable pupils to acquire linguistic, mathematical, scientific and technological skills and encompasses experiences for pupils to develop human and social awareness.

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Kimbolton Preparatory School Curriculum Policy

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POLICY OVERVIEW

The curriculum is the planned activities that the School organises in order to promote learning, personal growth and development. It embraces elements of the National Curriculum and additions to this, but also the extensive range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave, with kindness and respect for others. We aim to teach children how to grow into positive, responsible, reflective people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Kimbolton Preparatory School provides education for children aged 3 to 11 years. From Pre-School to Year 6, children build strong foundations through a broad and engaging curriculum, fostering the skills and curiosity needed for lifelong learning.

Curriculum provision at the Preparatory School is designed to enable pupils to acquire linguistic, mathematical, scientific and technological skills and encompasses experiences for pupils to develop human and social awareness. We want to encourage all pupils at Kimbolton Preparatory School to be curious learners; learners who have the courage to ask questions and delve deeper. It includes opportunities designed to promote aesthetic and creative awareness through a range of activities such as dance, drama, music and art, including showcase or assembly events in all year groups. Physical development is also given high priority and the School encourages pupils to develop their knowledge and understanding of the basic principles of fitness and health.

AIMS AND OBJECTIVES

The aims of our curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive mind-set towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to enable children to be creative, curious and develop their own thinking and an enquiring mind
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children to be positive citizens in society, recognising British values
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all and an understanding of how to act with integrity
- to enable children to develop respect for each other and to live and work co-operatively with others
- To provide a secure foundation for future learning
- To allow children to find and develop their strengths
- To celebrate the endeavours of each individual pupil

The curriculum is designed to enable all pupils to learn and make progress, including those pupils with special educational needs or learning difficulties or disabilities and those for whom English is an additional language. For all these groups of children, the school takes reasonable steps to provide opportunities for children to be appropriately supported to ensure they are able to make the best possible progress and develop in line with their peers.

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1. Organisation

We have a dedicated EYFS Lead who is responsible for all matters relating to EYFS, they work closely with the Assistant Head Academic. Heads of Key Stage and Subject Leads also work alongside the Assistant Head Academic, Senior Deputy Head, and other members of the Prep SLT.

For the academic year 2026-2027 the SLT comprises of:
-Head of Prep
-Senior Deputy Head
-Assistant Head Academic
-Assistant Head Pastoral
-Assistant Head Co-curricular and Enrichment

The Early Years Foundations Stage (EYFS)

In August 2021, the School was granted an exemption from the Statutory Framework for the Early Years Foundation Stage (EYFS) learning and development requirements. The Department for Education confirmed that the School 'has met all the necessary conditions to take up an exemption from the learning and development requirements in the 2021 EYFS for children aged 3 and over.'

Our EYFS curriculum follows the Early Years Foundation Stage framework. We aim to provide a balanced curriculum alongside specialist teaching in modern foreign languages, music, Forest School and physical education, including swimming,Our EYFS curriculum is built upon the 7 areas of learning and development:

The 3 prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.

The 4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

In addition we embed CoETL (Characteristics of effective teaching and learning) when delivering our curriculum. These are the skills, which when built upon at a young age, enable children to be able to draw upon these skills through their learning journeys and beyond. We encourage and facilitate 'Playing and exploring', 'Active Learning' and 'Creating and Thinking critically' in addition to our Kimbolton school values. External visits and visitors also enhance our curriculum.

Kimbolton Preparatory School supports the principle that young children learn through structured and non-structured play, and by engaging in well-planned structured activities indoors and outside. Teaching in the Early Years builds on the experiences of the children from their home or previous setting, whether that is at Kimbolton or another pre-school setting. We do all we can to build positive partnerships with nurseries and other pre-school providers in the area through open mornings, Early Years masterclasses, as well as setting visits.

Daily monitoring and regular assessments provide an accurate and detailed insight into each child's progress and wider personal development. Tapestry, a digital platform, supports staff in recording each pupil's development and observations and key milestones are shared with parents. The EYFS Policy contains further information. This policy is available to parents and prospective parents on request from the school office.

2. The Curriculum

The curriculum includes opportunities for pupils to develop responsibility and experience elements of adult life in a manner that is appropriate for children in the Preparatory School. In Lower Prep, the class teacher, supported by teaching assistants/nursery nurses is responsible for the delivery of the majority of curriculum subjects. Some subjects such as music, modern foreign languages (MFL), and games, including swimming, are taught by specialist staff.

InYears 3 and 4, for the most part, Form Tutors are responsible for the delivery of the core subjects and most humanities subjects within a year group. Subject specialists also complement the teaching of pupils in Years 3 and 4. In Years 5 and 6 pupils are taught increasingly by subject teachers and professional sports coaches.

3. Curriculum Planning

We plan our curriculum in three phases:

i. Our curriculum is carefully mapped from Pre-School through to Year 6, ensuring clear progression in knowledge, skills and understanding as pupils move through the school.
ii. Medium-term plans give clear guidance on the objectives and teaching strategies employed when teaching each topic. These are kept on SharePoint in the Resources folder on the school network.
iii. Short-term plans are unique to each teacher. They include the finer details of how an objective will be met and what resources will be required.

We plan the curriculum carefully, so that there is coherence and planned progression in all curriculum areas. Assessments inform planning and plans are regularly adapted in response to the children's learning needs.

1. Children with Special Educational Needs and Disabilities (SEND)

Our curriculum is inclusive and is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum significantly to meet the needs of individual children, then we do so only after the parents of the child have been consulted. We use adaptive teaching strategies to ensure all needs within the classroom are identified and catered for. The Head of Academic Inclusion coordinates these arrangements and communicates them to all staff to ensure they are used for all subjects.

If a child has a specific additional need, the school makes appropriate reasonable adjustments to address these differences, wherever possible and within the scope of its resources and expertise. We comply (within the confines of what is reasonably possible to implement in our setting) with the

requirements set out in the SENDA Code of Practice in providing for children with additional and/or different needs.

If a child displays characteristics indicating additional or different learning needs, the class/subject teacher will make provision through appropriately differentiated activities and adjustments to teaching and learning approaches in the first instance.

In most cases, the teacher is able to provide resources and adaptive approaches which meet the child's needs through normal class provision. Where appropriate, this may be in consultation with the Head of Academic Inclusion. Following a period of implementation and review, if adapted provision does not have a positive impact on the child's academic progress, the teacher informs the Head of Academic Inclusion and Assistant Head Academic.

The Head of Academic Inclusion will discuss the appropriate necessary next steps with the teacher. This follows the Academic Inclusion 'process to support' procedure starting with in class observations and following intervention in the form of in class, group and bespoke 1:1 support, a meeting will be held with all stakeholders (tutor, Head of Academic Inclusion and parents) to determine if a more formal diagnostic assessment or support from an external agency is required.

Charges apply for in-school specialist one to one lessons, in addition to the school fees. The additional charges reflect the level of specialist planning and preparation required to deliver such bespoke provision. These additional charges are added to the end of term fees account retrospectively.

The school provides an Individual Educational Plan (IEP) for each child who receives one to one support. The IEP sets out the nature of the specific need(s), indicates the results of relevant baseline assessments against which subsequent interim progress checks are undertaken and outlines how the school will aim to address the need(s). The IEP also sets targets for improvement. Pupil passports are also produced and communicate to teachers a more personal, level of information on what and how the child prefers to work, their strengths and issues.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Following each bespoke 1:1 lesson, an email is sent to parents outlining highlights from the session including pupil behaviour and attitude, academic progress and next steps. Meetings around the IEP are timetabled at the end of each school term to review the impact of the sessions and agree upon next steps.

2. Monitoring and review

The Head of Prep, supported by the Senior Leadership Team (SLT) has responsibility for the leadership of the curriculum and for monitoring its provision. The Senior Deputy Head and Assistant Head Academic have responsibility for developing and updating the curriculum. The Assistant Head Academic ensures, with the Senior Deputy Head, that the curriculum has progression, appropriate coverage and is consistently monitored.

The Assistant Head Academic ensures that the progress of individuals is tracked and that there is appropriate challenge, support and intervention. This is carried out through a number of methods

including: Pupil Progress Meetings, regular teacher assessment (formative) standardised testing, and interim summative assessments.

Subject Leaders are responsible for ensuring that plans are updated in readiness for each new term and that staff are briefed about any changes/updates. Subject leaders also ensure the satisfactory content and delivery of their subject, for monitoring provision and keeping up-to-date with curriculum developments and recommending INSET where necessary.

English and mathematics subject leaders play a key role in evaluating standardised test data and determining next steps. Data is also reviewed in the Pupil Progress Meetings where context is valuable. The Assistant Head Academic, Head of Academic Inclusion and Senior Deputy Head are all involved in the data review process.

The Head of Academic Inclusion is responsible for the development of provision mapping and for coordinating the work of the academic support team to achieve the best possible outcomes for individual pupils who receive academic support.

Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for the pupils in their classes. They regularly review and update medium term plans, in consultation with subject leaders.

The Governors monitor the success of the curriculum at Education Committee meetings via the Assistant Head Academic and Headteacher's report, which will include relevant information from Subject Leaders, where requested.

3. Promotion of Fundamental British Values and PSHE/RSE

At Kimbolton School we recognise the importance of allowing pupils to flourish academically. We also prepare them for their adult life beyond the formal curriculum. Part of our role is to promote and reinforce Fundamental British Values to our children.

The curriculum provides for the teaching of Personal, Social, Health and Economic education (PSHE) and Relationships Education (RSE) which is taught to class groups as a timetabled discrete subject (Yrs 1-6), working concurrently with the PSHE policy and schemes of work where further details can be found.

Other

Further curriculum documentation is available in either hard copy or on SharePoint.

These include:

- Safeguarding
- EYFS Curriculum Policy
- Teaching, Learning, Marking and Assessment
- Behaviour (rewards and sanctions)
- Anti-bullying
- Reporting
- PSHE including RSE and Health Education

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This policy remains under review and subject to change in response to national and local changes to government, Department for Education and local Health Protection Team advice and guidance.