



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Curriculum Policy

(Prep School)

2022 – 2023

Prep School Curriculum Policy 2022/2023

Ipswich High School is a proprietorial school owned by Ipswich Education Limited (IEL), whose Board has the legal responsibility to ensure that all regulatory requirements are met. This means that the Proprietorial Board has a role that is different to many independent schools. It is the role of the Proprietorial Board to provide the school with strategic guidance and oversight. The Proprietorial Board, therefore, have powers of scrutiny and are enabled to make recommendations for change and improvement. The Proprietorial Board are supported by voluntary advisors who will offer their advice as a "critical friend". Board meetings are held every term.

The policy was ratified by the Proprietorial Board on the 7th February 2023.

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1 Introduction

At Ipswich High Prep School, our curriculum is planned to enable each child to achieve their full potential through a rich variety of opportunities. We aim to encourage children to develop lively, enquiring minds and a desire for knowledge, to promote an enthusiasm and zest for lifelong learning. We endeavour to equip our pupils with skills to become independent learners - Inspired, Happy and Successful - and fully prepared for the future ahead of them.

2 Aims & Objectives

- **Knowledge:** to enable all pupils to acquire transferrable skills, both academic and social, which will enable them to learn independently and engage effectively with others
- **Emotions:** to be given an experience from which pleasure and enjoyment can be gained, thus developing a love of learning
- **Achievement:** to be provided with both a challenge and sense of achievement; to be assessed in a way which shows clear progression
- **Enrichment:** to be given the opportunity for enrichment and support through provision of additional, self-chosen activities which will facilitate further opportunities for development as a confident, well-rounded person
- **Equal opportunity:** to help the pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- **Self-esteem:** to be given opportunities to develop their self-esteem, and confidence, in order to achieve their full potential and develop their independence
- **Global awareness:** to develop worthwhile and satisfying relationships based on respect for themselves and others – both locally, nationally and internationally

The Prep School curriculum is designed to support and encourage our school values, enabling pupils to go beyond what they thought was possible and to become Inspired, Happy and Successful.



GOING BEYOND AT IHS

OUR COMMUNITY VALUES



3 Legislation & Guidance

This policy reflects the requirements of a curriculum which covers a broad range of subject disciplines, as detailed on the standards as outlined in the Schedule to the Education (Independent School Standards) Regulations 2014. Ipswich High Prep School's curriculum is guided by the National Curriculum programmes of study, using the objectives as a guidance and foundation on which to build planning and teaching for the development of children's knowledge and skills. Woolverstone Hall Nursery and Reception adheres to the promotion of learning and development of children as set out in the Early Years statutory framework 2021.

Ipswich High Prep School's curriculum considers the ages, aptitudes and needs of all pupils, including those pupils with an EHCP, and those with protected characteristics as outlined by the Equality Act. The curriculum also upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

4 Curriculum Planning & Monitoring

Teachers plan and teach a stimulating, challenging curriculum.

- Long, medium and short term planning ensures full curriculum coverage across the year group

- Subject leaders monitor and evaluate their subject and plan future developments within their subject area
- Planning informs teachers day-to-day practice and ongoing assessment for learning. This enables teachers to plan responsively according to the children's understanding and interests
- Teachers recognise the importance of children making cross-curricular links, therefore we plan an Integrated Curriculum. There is planned progression in all curriculum areas.

5 The Early Years Foundation Stage

Children learn best through play, and we provide children with appropriate play, discovery and learning experiences for their stage of development and help them develop new skills.

There are four guiding principles that shape our practice in our EYFS setting. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured:
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers: and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that shape the educational programme in our EYFS setting. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and are building their capacity to learn, form relationships and thrive. These areas, the prime areas, are:

- Communication and language;
- Physical development: and
- Personal, social and emotional development.

There are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The EYFS is taught through a well-planned play-based approach to learning and development. We are continually observing the children and building up an individual profile. It is through these observations that our planning takes place.

At Ipswich High School, the EYFS curriculum is extended and enhanced in a number of ways, for example, our physical education provision, our specialist teaching input for music, languages, dance, music, swimming, and our use of the outdoor environment through Forest Schools, all go far beyond the national requirements (please refer to EYFS policy for extra information).

6 Key Stage One & Key Stage Two

We aim to ensure a smooth transition for all pupils between the EYFS and Key Stage 1, and later moving on from Key Stage 1 to Key Stage 2. Pupils continue to experience a broad, balanced and stimulating curriculum that embraces opportunities to learn both indoors and outdoors. Pupils are encouraged to ask questions, wonder why and find out what happens if...? The breadth of the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Children's learning is planned carefully to ensure continuity of provision, experience and attainment throughout the Key Stages. The curriculum in Key Stage 1 and 2 is approached in a variety of ways to embrace all learning styles. All pupils in EYFS, as well as Key Stages 1 and 2, receive a range of specialist teaching in, French or Spanish, Music, PE, Dance, and Swimming. Our specialist Design Technology department also support a range of DT projects across the Prep school. In Year 6 Art is taught in one of the Senior School Art Rooms by a specialist teacher. In Science, Year 5 and 6 pupils have the opportunity to be taught in the Senior School Science laboratories. Year 6 also benefit from specialist teaching in Food technology in the Summer Term, taught by the Senior Food Technology department. Ipswich High School has a PRIMO programme, which enables children to learn different musical instruments from Year 2 to Year 5.

(Please refer to the PRIMO appendix and statement)

Our curriculum in Key Stage 1 and Key Stage 2 allows children to discover, investigate, question and engage in hands-on experiences across all curricular areas, through class teaching and whole school subject area days. We ensure that children learn in a way that enables them to make vital links between their subjects, thus putting their learning into a meaningful cross-curricular context which we call our 'Integrated Curriculum'. The learning is often child-led, as children hone their enquiry skills. Staff and parental experience and passions are also reflected in the curriculum, allowing for the teaching and learning to truly reflect the school, its staff, parents, children and the local communities surrounding it.

Each Year group (from Year 1 – Year 6) have Forest School timetabled on a rota basis, across the academic year. This is a child-led programme which aims to increase the children's knowledge of the importance of forests, woodlands, and the natural world. This learning experience also helps develop confidence, physical skills, emotional resilience, problem solving, communication and language skills.

(Please refer to the Forest School statement)

7 Sports, PE & Physical Development

Drawing on the best elements of the National Curriculum, our broad and balanced PE Curriculum suits all ability levels and age groups. We believe that children should regularly take part in a variety of sporting activities and, therefore, offer over two hours of physical activity, as part of the curriculum, a week. In addition to this, there are a wide range of sporting enrichment activities that are available for children to choose throughout the year.

There are some areas in Year 5 and 6 in physical education which boys and girls are taught separately. In accordance with the Equality Act, the provision between boys and girls is comparable, particularly in the use of facilities, experience of coaches, inter-school fixtures etc.

(Please refer to the Physical Education at Ipswich High Prep School 2022-23 document and the Ipswich High Prep School Physical Education Curriculum Plan 2022-23 for further information).

8 Skills

The curriculum and enrichment opportunities in our school are specifically constructed to ensure that pupils acquire a wide range of skills. At Ipswich High Prep School, we aim to enable children to develop resilience, perseverance and collaborative abilities as well as leadership qualities. Opportunities are made available in all areas of the curriculum and enrichment to empower children to become more confident and successful individuals, who are able to take on responsibilities for their learning and growth.

Ipswich High Prep School pupils have many built in occasions to develop their speaking, listening, creative and performance skills, for example: performing to a range of audiences, in a variety of situations, for example: WHNR and KS1 Nativity; KS2 Summer Production; Family Fridays; Enrichment Extravaganza; Young Dancer's Competition for Year 6 and Senior Pupils; Prep School Vocalist of the Year and Young Musician; Winter Concerts; Carol concerts; debating in R.E; hot seating in Integrated Curriculum lessons; poetry recital House Event.

Literacy and numeracy skills are established across the whole curriculum. Examples include: writing ship logs as part of the 'Survival Camp' day in Year 6's topic 'Survival; Titanic's tale'; the use of graphs in science investigations; the manipulation of percentages and measuring angles in Formula 1 Goblin club; co-ordinates in geography, etc.

9 PSHE

Ipswich High Prep School's PSHE provision is seamlessly sewn into the fabric of the curriculum. It is taught through discrete class PSHE lessons, assemblies, Class Dojo and circle time, in addition to other subject areas such as Religious Education and the Integrated Curriculum (e.g., Ancient Greeks and democracy).

Our PSHE is designed to be in-line with the school values (see above) which are regularly discussed in both assemblies and in the classroom. At IHS Prep School we teach RSE, covering all statutory elements as per current guidelines.

Effective preparation for the opportunities, responsibilities and experiences of life in British society including learning about British values.

Through all of these systems, we aim to put the happiness and success of each pupil at the heart of our PSHE provision.

10 Music

Music is an essential part of our curriculum with opportunities to play a variety of instruments, to perform in the choir - and orchestra - on various occasions throughout the year. All our pupils have the chance to take part in productions - where their confidence and self-esteem is encouraged and boosted. In the summer term Key Stage 2 pupils work together to perform a full-scale musical production in the school's Hayworth Theatre.

In addition to each class having an hour a week with a music specialist, in which the children focus on making music together while learning about the rudiments of music, the students from Years 2 to 5 have a practical, hands-on experience with instruments. In Year 5 our pupils learn to play a brass instrument (trumpet or trombone) and in Year 4 they learn a string instrument (cello or violin). In Year 3 they learn to play the Nuvo Toot and in Year 2 the keyboard - giving our children the opportunity to experience several instruments and then hopefully continuing with one that they enjoy.

11 British Values

As detailed on the standards as outlined in the Schedule to the Education (Independent School Standards) Regulations 2014, Ipswich High Prep School ensures that the curriculum enables children to be prepared for the opportunities, responsibilities and experiences of life in British society. As a school, we present an effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society through whole school activities (for example, in assemblies) as well as within the curriculum (for example in PSHE, Religious Education, school trips) and enrichments. Each week, a 'Picture News' assembly is delivered to the Whole School, covering current affairs and events, promoting healthy debate and discussion.

(Please refer to the SMCS policy and British values appendix)

12 Progress & Attainment

At Ipswich High Prep School, we believe it is essential that all pupils have the opportunity to learn and make maximum progress. The curriculum is designed to be sufficiently challenging for the most-able students as well as maintaining accessibility for all. Class teachers use the assessment procedures (both summative and

formative) to appropriately plan lessons to facilitate progress for all pupils and to enable them to engage effectively with their learning.

Assessment in the three core subject areas is reported to parents – Mathematics and English termly, and Science at the end of each academic year. All foundation subjects are assessed as they are taught, and reported on at the end of the year, using the same assessment grading as core subject areas. Through this assessment process, staff and parents are able to check for good progress in all areas, as well as recognise where individual children need extra stretch and challenge or require further support.

(Please refer to the Assessment Policy).

13 Children With Additional Learning Needs

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school.

We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. Class teachers identify pupils with special needs through observations, classwork, assessment, and parental contribution.

Class teachers have a (SEN) monitoring and tracking meeting with the SENCO, three times per year (more often if necessary), to discuss the needs and support opportunities for individual children. One planning is in place for pupils across the Prep School.

(Please see SEND policy for details of the procedure we follow).

14 More Able & Talented

The curriculum is carefully constructed to provide opportunity and challenge for all pupils who attend the school and does not label students as gifted and talented, as this can have the adverse effect on their motivation for learning. However, Ipswich High Prep School still feel that it is important to monitor the progress of pupils, identifying existing areas of strength and interest and facilitating maximum progress.

In Ipswich High Prep School, the Most Able and Talented Lead regularly records and updates a list of identified more-able and talented children, which is readily available to all staff across the Prep School.

Identified children are then stretched and challenged in a variety of different ways, both in and outside of the classroom. For example, they could be invited to exclusive enrichment clubs to develop their talents in specific subject areas: e.g. Concert Band, Stem, Formula 1 Goblin, or gymnastics. In addition, a wide variety of competitions are introduced into the academic year that give opportunities to the most-able children, such as Young Musician of the Year, matches and galas in a wide range of sporting activities (including skiing, cross country races) on both local and national arenas, Young Art East Anglia and the Primary Maths Challenge.

Throughout the Curriculum, staff are encouraged to use a variety of formats and approaches to stretch and challenge all pupils. This includes ideas giving success criteria and investigations to deepen children's understanding and encourage 'Mastery' of a learning objective; for example, children are encouraged to answer, prove and explain their answers using their reasoning skills to be able to evaluate, analyse and synthesise their learning. This extension can take a variety of forms.

(Please refer to the school's More Able and Talented policy).

15 Equality

Ipswich High Prep School is committed to enable all pupils to have the same opportunities and will not unlawfully discriminate against, or treat less favourably, any pupil on the grounds of race, disability, religion or belief (or lack thereof), sexual orientation, gender reassignment or pregnancy or maternity (protected characteristics). Ipswich High Prep School is committed to not discriminate against, or treat less favourably, any pupil or applicant to the school because they are perceived to have one of the protected characteristics or are associated to with someone who has a protected characteristic. All pupils and staff are encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

Ipswich High Prep School aims to support all children and their individual characteristics and needs, throughout the curriculum and enrichment opportunities. All staff encourage mutual respect and self-esteem, through the use of the aims and values of the school, reminding children of these, and reinforcing their importance, through PSHE lessons, circle time and assemblies.

Pupils are encouraged to take a full and active part in all school activities, including out of school activities such as school trips, residential trips. Through the expertise, advice and support of the School Nurse, the EVO officer and the SENCO, teachers and support staff are able to ensure that all pupils are able to take part in the wide range of activities on offer, both within the curriculum and the enrichment programme.

The schemes of work in R.E. and PSHE are chosen carefully to reflect both the diversity of pupils in the school, and to celebrate diversity across our world, strongly supported by assemblies. The breadth and flexibility of our curriculum supports teachers in reviewing their teaching methods, schemes of work, displays and resources to allow for differentiation to reflect the wide range of experiences of the pupils, their cultures and abilities.

(Please refer to Ipswich High School's Whole School Equal Opportunities; Inclusion; Special Medical, Provision for pupils with Religious, Medical, Dietary or Cultural Needs; and SEN Policies).

16 Enrichment

All pupils are encouraged to engage in extra-curricular activities to provide greater breadth to their academic studies and to promote the moral, aesthetic, physical and social development of every pupil.

We have a rich and varied enrichment programme throughout the Prep School. All pupils have the opportunity to take part in activities, from Year 1 through to Year 6.

Key Stage 1 and 2 have an Enrichment brochure from which they can choose a variety of clubs; these take place at lunch time and at the end of the school day, and the Enrichment programme changes each term.

(Please refer to the term's enrichment timetable for an example of the broad range of opportunities available).

17 Appendix: PRIMO

Year 2	Keyboards
Year 3	Nuvo Toot
Year 4	Cello or violin
Year 5	Trumpet or trombone

18 Appendix: Schemes Of Work

Maths	White Rose Maths
English	National Curriculum objectives Active Learn Primary-EYFS & KS1
Science	Hamilton Trust/ STEM.org
PSHE	Teaching SRE with confidence PSHE Association Jigsaw
RE	Discovery
History/Geography	National Curriculum objectives
Computing	Raspberry Pi
French	National Curriculum objectives
Spanish	National Curriculum objectives
PE	National Curriculum objectives
Dance	National Curriculum objectives
Music	National Curriculum objectives

19 Appendix: British Values

How Do We Reinforce British Values At IHS	
<u>Democracy:</u>	<u>Rule of Law:</u>

Ipswich High School

<ul style="list-style-type: none"> • The establishment of new School Council members each term models the democratic process • Learning and adhering to the School Values/Rules. • Posts of responsibility e.g. house captains, sports captains, Committee posts • Learning to take turns and share in KS1 • Y6 Trip to Houses of Parliament 	<ul style="list-style-type: none"> • Class Rules • School Rules • School Values • School Council meetings • Assemblies • Behaviour policy/Code of Conduct • Visits from fire brigade and police in Reception? • IT code of conduct • Right and wrong discussed through stories such as Goldilocks • PSHE – discussing the need for rules to keep everyone safe and happy • Y6 Trip to Crown Courts and Town Hall to meet the mayor of Ipswich
<u>Individual Liberty:</u>	<u>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith:</u>
<ul style="list-style-type: none"> • Children are able to show independence in learning and to think for themselves • Ability to submit ideas to student council – having a voice • Encouraging pupils to be independent in their learning – Growth mindset • Similar opportunities are available to all • Choice of Enrichment clubs • Knowing that they are in a safe and supportive environment • Pupils actively encouraged to develop their own self-esteem and self confidence • Through PSHE and e-safety the pupils are encouraged to understand their rights and how to keep themselves safe • Anti-bullying culture • Pupils are encouraged to take risks • Whole school observe a minute's silence 11.11 • Ensure that all pupils within school have a voice that is listened to • Provide pupils with the opportunity to learn how to argue and defend points of view (debates and persuasive talks in Y5 and Y6) • Pupils are aware of what their rights and responsibilities are • Encouraging children to voice their own opinions in class discussions • Making sure each child has the opportunity to be heard 	<ul style="list-style-type: none"> • RE curriculum, RE planning and workbooks • PSHE curriculum • Circle Time • Constantly modelling good manners and behaviour • Anti-bullying policy • Educational links with other schools – Forest Schools etc • Supporting charities • Issues discussed in form time • Ensuring that the diversity of people's backgrounds and circumstances are appreciated and valued • Promoting diversity and shared values in teaching and learning • The pupils know that their behaviour affects their rights • All members of the school community treat each other with respect • Pupils within the class share their religious knowledge • Assembly themes – Respect, Tolerance • Use teaching resources from a wide variety of sources to help pupils to understand a range of faiths • 10 commandments discussed (Y4)

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Ipswich High School

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Review Date	September 2023

Ratified by Chair of the Proprietorial Board

Signature: -----

Date: -----

Mr Jamie Smith