

# Curriculum Policy

## Salcombe Preparatory School



September 2017

*This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School*

## Salcombe Preparatory School

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### 1 Key Features

#### Our curriculum is built on 3 main beliefs:

- We believe that student learning is best done when it is authentic and relevant to the 'real' world; and trans-disciplinary where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them.
- We believe our curriculum includes all student activities for which the school takes responsibility both academic and non-academic as these all have an impact on student learning.
- We believe all pupils should be supported to participate in our curriculum to their fullest extent.

#### Definition

We define our Salcombe Preparatory School curriculum as three interrelated components each one asking us to think deeply about our own practice with regard to pupil learning.

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|---|--|
| 1. Why we want to learn?                  | Our aims and policy.   |
| 2. What do we want to learn?              | Our written curriculum   |
| 3. How best will we learn?                | Our taught curriculum (The theory and application of effective classroom teaching and learning practices |
| 4. How will we know what we have learned? | Our assessed curriculum.   |

### 2 Policy Statement

Within our multi-cultural, multi-faith environment we provide our pupils with the foundations for success by providing a curriculum for all its pupils which will offer breadth, balance, coherence, relevance, differentiation and progression. The balance between each different part of the curriculum will vary according to the age, needs and abilities of each pupil. Additional information on specific aspects of the curriculum can be found in individual policy statements and subject schemes of work.

### 3 Purpose

#### Salcombe Preparatory School will:

- Provide a broad-based education providing pupils with the foundations for success

- Follow the ISEB curriculum at KS2; but is guided by the National Curriculum of England and the EYFS curriculum having regard for the needs, resources and priorities of our diverse community
- Establish a good rapport with the children, building their confidence, and encouraging them to express individual ideas, whilst examining established values with the aim of leading to a greater understanding. The school believes that these are at least as important as teaching the academic curriculum.
- Encourage and guide the pupils to develop their spirituality and values
- Provide a caring learning environment with opportunities to increase pupils' self-esteem, self-confidence and self-respect
- Have an expectation for pupils to engage in all school activities
- Encourage pupils to establish effective work habits
- Provide opportunities to assess work, monitor progress and report appropriately and accurately to pupils' parents, team and through the Head to the Cognita
- Prepare pupils to face life challenges positively
- Help pupils to develop the necessary skills which will allow a smooth transition to the next phase of their education

## 4 Implementation

**To achieve this, the school will endeavour to provide:**

**1. High quality teaching and support provided by staff.**

- Children need to be literate and numerate, and the school recognises the need for clear guidelines for the core subjects of English, Mathematics and Science.

**2. Learning in which children may experience creativity, pleasure and enjoyment in and to have a sense of purpose in tasks and activities presented to them.**

- Image building is a vital part of the school's work. Activities such as praising the children, displaying their work, helping them take part in assemblies, plays, sports and other activities are all part of this.
- Experience the whole curriculum of which the National Curriculum will be part for the pupils at Foundation and Key Stage 1 and the ISEB curriculum is used to extend the learning beyond the National Curriculum at Key Stage 2
- A curriculum and learning environment which nurtures self respect, confidence, self esteem and the ability to express their views and promotes a respect for the views of others.
- Experience school as a caring, supportive community where there is equal opportunity for all, opportunities to develop individual potential and where the learning partnership of pupils, parents and staff is developed and valued.
- Experience a variety of teaching and learning styles in a range of learning

environments.

- An acknowledgement that learning is never finite or complete but part of a lifelong process in which staff and pupils share understanding and work together to promote continual development.

### **3. Access to a broad, balanced, stimulating, inclusive and relevant curriculum, staff at Salcombe Preparatory School by:**

- providing for all children access to the eight areas of experience:
  - Aesthetic and Creative
  - Ethical - values and relationships
  - Linguistic - four dimensions of language, listening, reading, speaking and writing.
  - Mathematical - numerical, spatial, scientific and practical.
  - Physical - co-ordination of mind and body.
  - Scientific - observation, enquiry, technology, environment.
  - Social and political - society and its institutions.
  - Spiritual - values of school, society and religion
- Working creatively to develop a positive whole school ethos which encompasses moral, cultural, and spiritual development.
- Providing pastoral and educational support appropriate to the needs of each child. Children with work and behaviour may be those in most need of support and reinforcement.
- Endeavouring to ensure that all children are helped to develop self-confidence and self-esteem.
- Seeking to provide for the more able children
- Planning appropriate curricular experiences to maintain existing skills and develop new ones.
- Preparing the children for the opportunities, responsibilities and experiences of secondary schooling and eventually adult life.

### **4. Identifying targets in key areas of development by:**

- Developing and implementing teaching programmes to achieve pupil targets
- Using a wide range of teaching and learning styles to introduce and generalise skills
- Ensuring that whilst teachers should be informed and knowledgeable, their prime role is as a guide to the child's own resources, enabling each one to realise his own potential for original thought and synthesis; in effect *'a guide on the side not the sage on the stage'*
- Monitoring and evaluating the effectiveness of teaching programmes.
- Ensuring continuity through the maintenance of accurate teaching records.
- Liaising closely with parents, carers and other professionals.
- Providing information through the half yearly reports to parents.
- Encouraging each child to be an active participant in school life. It is the school's aim to speak to children within a structured framework, testing their ideas in a non-condemning, encouraging yet critical (in its true sense) environment, so that much valuable learning will be achieved.
- Following all school policies.
- Working closely with parents, carers and other professionals to provide a successful transition from Salcombe Preparatory School.

### Adherence to school schemes of work and timings for their application

Salcombe Preparatory School expects all staff to follow the agreed:

- programme outlines in the School Scheme,
- practices and timings, and
- where changes are deemed necessary staff should raise the issues with the HoD or co-ordinator and ask that the issue be placed on their department meeting agenda and also on the Academic Committee agenda for discussion

## 5 General Principles

### Salcombe Preparatory School Primary Curriculum Aims

Salcombe aims to encourage children to become independent learners. To meet the needs of the fast paced and ever-changing world that our pupils will enter, we want our children to have a strong set of problem solving strategies, the ability to think critically as well as the knowledge and skills to apply to new and unfamiliar tasks.

We expect that our pupils will continue to question throughout their lives and have a strong sense of fairness towards all people. As a result of their learning, we want children to take socially responsible action that has an impact on themselves, their friends, the school and the community in which they live.

Through their work in the Primary School, we want all pupils to develop a positive self concept that includes an understanding of themselves as learners. Understanding their strengths, styles of learning and areas in which they need support are considered important attributes of a successful learner.

We strive to build on the pupils' natural curiosity for the world around them and provide a well-balanced curriculum framework that incorporates the most recent research on how children learn. We want pupils from Salcombe Preparatory School to be appreciative of their opportunities and become lifelong learners.

### In the Pre-Preparatory School environment, pupils will:

- Learn through inquiry, make personal connections to their learning and build on their prior knowledge;
- Work individually, with a partner and in small groups;
- Accept a variety of roles within a group;
- Make personal connections to their learning and build on their prior knowledge;
- Reflect regularly on new learning, their decisions and their strengths as a learner;
- Receive regular feedback on their learning;
- Appreciate different learning styles and recognise the strengths of their peers;
- Develop a positive self concept;
- Work in a supportive environment; and
- Show tolerance and respect for other cultures, as they develop an international perspective.

### Our Strategies

The School employs the following strategies to support each child in the learning process and to best ensure each child reaches her or his full potential by:

- nurturing a love of learning in each child;
- providing an emotionally supportive setting for pupils, staff and parents that fosters respect for self, others and the environment;
- providing an environment that fosters the development of creative expression and physical ability;
- providing a safe, stimulating environment to meet the academic and physical needs of children and staff;
- having an international staff who cater for children from a rich diversity of cultural and ethnic backgrounds;
- providing an educational programme that imparts knowledge and skills that are significant, relevant, engaging and challenging;
- continuously developing the programme with awareness of the changing needs of the international community and society as a whole;
- regularly communicating with parents, staff and children;
- providing skilled management and an internationally diverse staff;
- providing continuous staff-development opportunities;
- providing opportunities for reflection on school policies and practices;
- acting as a responsible neighbour within our region of London, a partner in the local academic community, and an asset to our own country, England;
- building a sound financial base and continuing to implement a long-term strategic plan.

### Philosophy – what does a successful Salcombe pupil look like?

The goals of Salcombe Preparatory School are to begin the process of educating unique internationally minded people. Outlined below are the qualities we believe such people should have, listed in a set of ten learning outcomes.

These attributes are relevant to and achievable by all Salcombe Preparatory School pupils, regardless of their stage of development or previous experiences and they direct our school's focus on learning.

#### ***The Salcombe Learner Profile***

At Salcombe Preparatory School, we want our pupils to be:

**Inquirers**

**Thinkers**

**Communicators**



**Knowledgeable**  
**Principled**  
**Caring**  
**Open minded**  
**Balanced**

<b>Inquirers</b>	Pupils develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Thinkers</b>	Pupils exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	Pupils understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
<b>Risk-takers</b>	Pupils approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Knowledgeable</b>	Pupils explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Principled</b>	Pupils act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Caring</b>	Pupils show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Open-minded</b>	Pupils understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Balanced</b>	Pupils understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	Pupils give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



### **NACE and NACE Challenge Award:**

“Meeting the educational needs of the More Able and Talented is about building on good general school provision, not about providing something entirely different. Provision for the More Able and Talented is not a ‘bolt on’ but an integral part of effective teaching and learning”. Professor Deborah Eyre, 2011 NACE (National Association for Able Children in Education).

Salcombe School is a member of NACE (National Association for Gifted Children in Education) and has nominated more able and talented (MAT) Coordinators for Prep and Pre-Prep schools. NACE has specialised in supporting Teachers in providing teaching and learning for more able and talented (MAT) students since 1983. NACE exists solely to support the daily work of teachers providing for students with high abilities whilst enabling all students to flourish.

The NACE Challenge Award is a nationally recognised quality mark given to schools that have developed good provision for MAT learners. This Award is given for high quality work by the whole school, teachers and governors, in challenging all pupils, including those with high abilities, to achieve their best. It provides advice, training and resources for teachers, including The NACE Challenge Award Self-Evaluation Framework which Salcombe School is currently using to audit and plan what it provides for more able and talented pupils. Our school are working towards to achieve NACE Challenge Award in September 2017.

**Growth mind-set:** In Salcombe School we believe that all children should be aiming to achieve things they never expected. We have a growth mind-set, a belief that intelligent can grow and develop over time just as underused skills and talents can wither. More Able and Talented pupils can be identified at any age or stage of their time with us. Class Teachers, Extra-curricular teachers/ Specialist teachers / Club leaders (incl. outside school), parents and pupils themselves may identify areas of strength and refer individuals to our register of pupils identified as more able and talented (MAT).

**Classroom Provision:** Learning intentions and outcomes are **differentiated** to ensure that a **range of abilities** within a class are taken into account and opportunities provided to **engage and challenge** MAT pupils still further. Open-ended, **higher order questions** are used to challenge all pupils’ thinking. **Key questions** are included in **planning** to help structure the activities.

### The Salcombe Preparatory School Curriculum

One of the School's aims is to create a curriculum that is engaging, relevant, challenging and significant for all learners from Preschool to Year 6. This is achieved through structured inquiry and the acquisition of essential knowledge and skills, conceptual development and understanding, the demonstration of positive attitudes, and the ability to take socially responsible action.

#### Knowledge - What do we want the pupils to know about?

At the heart of our Salcombe philosophy is a commitment to structured inquiry as an ideal vehicle for learning.

The importance of traditional subject areas is recognised within our curriculum programme. We also recognise that these subjects alone do not constitute a complete education. The knowledge, concepts and skills that apply to language; mathematics; science; geography; history; personal, social and physical education; technology and the arts all need to be applied and explored in context across disciplines as and when necessary. In order to achieve this, the Salcombe curriculum programme provides the framework for learning and inquiry and support the acquisition of knowledge, concepts and skills of the traditional subjects. These are revisited throughout the pupils' years of schooling and ensure that they received a broad ranging, in-depth and articulate curriculum.

#### Concepts - What do we want the pupils to understand?

There are eight key concepts which support the inquiry process. The exploration of concepts leads to a deeper understanding and allows pupils to easily transfer knowledge learned in one area of the curriculum to another.

<b>Form</b>	What is it like? – The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.
<b>Function</b>	How does it work? – The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
<b>Causation</b>	Why is it like it is? – The understanding that things do not just happen, that there are casual relationships at work, and that actions have consequences.
<b>Change</b>	How is it changing? – The understanding that change is the process of movement from one state to another. It is universal and inevitable.
<b>Connection</b>	How is it connected to other things? – The understanding that we live in a world of interconnecting systems in which the actions of any individual element affect others.
<b>Perspective</b>	What are the points of view? – The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

<b>Responsibility</b>	What is our responsibility? – The understanding that people make choices based on their understandings, and the action they take as a result do make a difference.
<b>Reflection</b>	How do we know? – The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and reliability of the evidence we have considered.

**Skills - What do we want the pupils to be able to do?**

Alongside the development of conceptual understanding the pupils need to acquire and apply a range of skills. The acquisition of these skills gives the pupils the tools of inquiry.

<b>Thinking skills</b>	Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition.
<b>Social skills</b>	Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles
<b>Communication skills</b>	Listening, speaking, reading, writing, viewing, presenting, non-verbal communication
<b>Self-management skills</b>	Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour, informed choices
<b>Research skills</b>	Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting research findings

**Attitudes**

What do we want the pupils to feel, value and demonstrate in relation to their learning, each other and the environment?

<b>Appreciation</b>	Appreciating the wonder and beauty of the world and its people.
<b>Commitment</b>	Being committed to their own learning, persevering and showing self-discipline and responsibility.

<b>Confidence</b>	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
<b>Cooperation</b>	Cooperating, collaborating, and leading or following as the situation demands.
<b>Creativity</b>	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
<b>Curiosity</b>	Being curious about the nature of learning, about the world, its people and cultures.
<b>Empathy</b>	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
<b>Enthusiasm</b>	Enjoying learning and willingly putting the effort into the process.
<b>Independence</b>	Thinking and acting independently, making their own judgements based on reasoned argument, and being able to defend their judgements.
<b>Integrity</b>	Being honest and demonstrating a considered sense of fairness.
<b>Respect</b>	Respecting themselves, others and the world around them.
<b>Tolerance</b>	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

**Action - How do we want the pupils to act?**

Pupils are encouraged to reflect on their learning, make informed choices and take socially responsible action that will help their peers, school staff and the wider community. At Salcombe, we believe that children have a responsibility to take action as a result of new learning.

**Subject Areas****English (Literacy)**

Language is developed across the whole curriculum enabling children to communicate, use and learn about language in a variety of ways. As a result, whilst all teachers in the Pre-Preparatory and specialist English teachers in the Prep School teach literacy, all Salcombe teachers are teachers of language who are required to model and teach the use of language in all subjects. Language is taught through building on prior knowledge and the development of skills and strategies in order for them to be applied in authentic and meaningful situations. Language is taught through purposeful inquiry in the context of the units of inquiry and is supported with structured lessons that provide the children with skills and strategies necessary to challenge and develop their understanding of concepts.

**Children learn language when they are using language by speaking, listening, reading and writing in order to understand and express ideas.** This is modelled and supported by the teachers through creating an environment that encourages risk taking and learning. The children are given opportunities to develop their speaking and listening skills through a variety of authentic activities. They are given the chance to read and write daily in a safe and stimulating environment.

**Activities might include:**

- Reading out loud, which can create a positive classroom community, help to build a shared repertoire of stories, poems, chants, and songs and build a sense of story.
- Shared and guided reading and writing that can engage all pupils' participation at their current level of ability.
- Independent reading and writing so children can read texts independently and select, browse, and read texts of interest.

**Children learn about language when exploring language functions and conventions.**

Teachers identify the relevant reading and writing skills and strategies necessary to be taught to ensure that the children can apply their knowledge independently to a variety of language forms. These skills and strategies will be taught building directly upon the child's prior knowledge. This enables the teacher to scaffold the learning, exposing the child to the language form, modelling and developing the required skills and strategies before the child is expected to pursue them independently.

**Activities might include:**

- Strategy instruction, demonstrations and focused lessons that enable the children to focus on the processes, elements, and strategies of reading, writing, spelling and punctuation
- "What to do when I am stuck?" strategies
- Using reference texts
- Phonic awareness
- Comprehension strategies
- Reading and writing fluency
- Spelling patterns and word studies

**Children learn through language by discussing and reflecting on their personal experience which will deepen their understanding of texts and help them make connections with what they know and their previous experiences.** They are using reading and writing as tools for exploration or for the purpose of learning about the world.

**Activities might include:**

- Literature study and literature that encourages children to read and write texts as a way of making sense of life
- Texts that help readings understand more about themselves and their world; the children discuss texts with small groups of interested others and study the author's craft
- Partner, whole class and small group discussions resulting from literacy studies, inquiry, research and other language experiences.

### French

Other than the language of instruction of the school, French is taught from entry to Pre-school (nursery). One of the goals of exposing children to languages other than their mother tongue is to provide an insight, understanding and appreciation of other cultures and build an awareness of other perspectives.

Pupils learn everyday vocabulary to help them interact with the local community. In the higher ability groups written assignments and grammar become increasingly more important. Any additional exposure to French language activities outside of school is beneficial.

Children in our Early Years centre work with our Language teacher for 20 minutes a week, learning simple chants, rhymes and games to encourage them to have fun with a new language. Year 1 and 2 children attend lessons once a week for 30 minutes and older children receive instruction once a week in years 3 and 4 and twice a week for 50 minutes in Year 5. Year 6 have one lesson of French and one of Latin in their two language lessons.

In addition pupils learn basic language skills and are given exposure to the culture, food and traditions of the countries represented in the School. This enrichment provides an insight, understanding and appreciation of other cultures and builds an awareness of other human perspectives.

### Mathematics (Numeracy)

The Salcombe Preparatory School curriculum involves the pupils building on previous understanding, and as an inquirer, discovering then describing their own mathematical ideas. The pupils need to use mathematics not as a fixed body of knowledge but as a way of thinking.

Many of the goals of our curriculum are to let the children inquire through maths. They need to:

- Spend time exploring problems in depth and understanding numbers;
- Find more than one solution to many of the problems they work on, and choose appropriate and effective strategies;
- Invent their own strategies and approaches rather than relying on memorised procedures/ algorithms ;
- Work in a variety of groupings, - as a whole class, individually, in pairs and in small groups;
- Express their mathematical thinking through drawings, writing and talking.

The School has many resources to allow this type of investigative mathematics to happen.

To balance this inquiry approach, the school also ensures that the pupils have basic skills that allow the investigative maths to take place. We follow the National Curriculum of England in the Pre-Preparatory school and the ISEB curriculum from year 3 upwards and all children are assessed termly.

### Science

Science involves people investigating the living, physical, material, and technological components of their environment and making sense of them in logical and creative ways.

Learning in Science is fundamental to understanding the world in which we live and work. It helps people to clarify ideas, to ask questions, to test explanations through measurement, observation, and to use their findings to establish the worth of an idea.

The knowledge component of Science is arranged into four strands:

At Salcombe Preparatory School, the children investigate science concepts designed so that each year at school the pupils build upon their scientific understandings and, as a result, better understand how the world works. Each year, teachers design learning engagements to build on the pupils' prior knowledge and move them to a deeper understanding of science in the world around them.

We follow the National Curriculum of England in the Pre-Preparatory school and the ISEB curriculum from year 3 upwards and all children are assessed termly.

### Geography and History

Geography and History help pupils develop their personal, family, ethnic and cultural identities, to make informed and reasoned decisions about their classroom, the school and the world and understanding themselves in relation to the past, the environment and society.

At Salcombe Preparatory School, Geography and History build from being a study of the pupils' personal histories, their immediate environment, their culture and beliefs in the Pre-Preparatory, to a more global study of history, diversity of cultures and beliefs in the Prep School. Through their inquiries, pupils will gain an understanding of the importance of human rights, justice and equality and have the opportunity to grapple with some of the larger issues facing society today.

Through History and Geography, we want pupils to develop a sense of fairness, tolerance and respect for others, whilst gaining an understanding of themselves and their own culture. We want pupils to use history as a way of understanding the present and use it as a way of predicting the future. Through History and Geography, pupils will understand how we organise ourselves, how the world functions and see the relationship between people and their created and natural environment.

### Religious Education (RE)

Very aware of the drive to make RE a meaningful and relevant subject, the school follows an enquiry-based approach to teaching and learning as outlined in the Discovery RE scheme of work

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. The school have supplemented the scheme by adding Buddhism in Year 6; and at times, we also flex the curriculum to incorporate religions which reflect our school community.

### Personal, Social and Health Education

In PSHE the focus is on the well-being of the pupils themselves, of other people, and of society through learning in health-related contexts. Pupils reflect on the nature of well being, develop resilience and a sense of personal and social responsibility. They are increasingly able to take responsibility for themselves and contribute to the well being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

### **Physical Education (PE)**

During PE at Salcombe Preparatory School, pupils learn about physical movement through physical activity, learning to understand and appreciate their own physical strengths and weaknesses. PE offers pupils the opportunity to discover ways to solve problems with their bodies, address physical challenges, work as a group, use various types of equipment and express themselves with and without the support of music. Physical movement helps pupils grow physically and socially.

### **Information Communication Technology/ Computer Science (ICT)**

At Salcombe Preparatory School, Information Communication Technology is embedded within the curriculum and used to support teaching learning within the classroom. Pupils use technology as a tool for learning as well as organising and presenting information. In today's society, ICT has a growing relevance. Salcombe Preparatory School introduced a new scheme of work in September 2105 to include Coding and programming

Pupils use technology as a means of inquiry; collaborate with teachers and peers on learning activities, learning valuable data management skills through collecting, selecting, organising, analysing information for specific usage, to communicating ideas through a variety of technological mediums.

The pupils have one scheduled lesson of Information Technology per week as well as the use of the computer suite as and when. There is access to mobile devices at both sites which can be used across the curriculum. The computers in the ICT room in the Prep School can be used when supervised by staff. Many classrooms have been fitted with interactive whiteboards, which complements the growing use of ICT in lessons. ICT at Salcombe is developing fast, with student and teacher enthusiasm driving the school forward.

### **Art**

The Visual Arts programme allows pupils to engage in authentic art experiences where pupils are encouraged and challenged to further develop their own unique artistic styles.

Pupils are exposed to a balanced approach where they engage in visual arts skills, learn about art history, have opportunities to critique art, as well as time to reflect on their learning. Pupils strengthen their abilities to plan and design their ideas first and then work through the creative process to complete their final product. This process is documented in their art books. A specialist teacher of visual art works with pupils in Years 3-6.

### **Design and Technology**



Design and Technology is an essentially practical activity, concerned with developing children's ability to operate creatively, effectively and confidently in the made world. Through designing and making, children tackle a wide variety of issues, drawing upon a broad base of knowledge, skills and values. Design and technology recognises the importance of 'knowing how' as well as 'knowing that'.

Design Technology aims to develop capability in the skills, processes, knowledge and understanding involved in designing and making; a critical awareness about the made world and the recognition that pupils can bring about change; a sense of enjoyment and pride in pupil's ability to design and make list art vocabulary when describing their work and ideas; and to develop a range of skills related to decision-making and management.

### **Drama**

The Performing Arts programme has evolved over many years and can be viewed as a testimony to the school's commitment to the arts as a vehicle for learning. It is a programme that is founded on the child's individual creative process. Every year there is a School production and pupils are encouraged to use their talents in singing, acting and stage management. Many pupils attend Trinity Guildhall lessons (an optional extra to the curriculum); to develop their communication skills and performance technique which underpins confidence for the 11+ examinations.

### **Music**

Every week the pupils receive one music lesson. During this lesson, pupils from Reception to Year 6 will participate in a wide variety of activities designed to develop their musical, creative, and analytical skills. They will sing a variety of songs in various styles to develop vocal control. They will use a variety of instruments to develop a steady beat and control in Foundation, analyse the structure of various styles of recorded music, and explore live and recorded music through movement and games. Pupils will learn to decode graphic and standard notation.

Years 5 and 6 have a weekly musical composition lesson where they are encouraged to write and perform their own music.

Pupils may choose to join the Salcombe Preparatory School choir which meet weekly after school. There is also a variety of instrumental tuition offered on site through peripatetic tutors. A list of these tutors is available in the school office.

### **Enrichment**

Salcombe has introduced the 'Enrichment for Life' program from September 2016 from preschool to Year 6. Children have weekly lessons covering range of topics which cover life skills such as swimming and touch typing; lessons on British values and global citizenship and skills for the future such as digital literacy and financial capability.

<b>Ownership and consultation</b>	
Document sponsor (role)	Headmistress
Document author (name)	Sarah Davies

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
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Spain	No

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<b>Related documentation</b>	
Related documentation	<ul style="list-style-type: none"><li>• Assessing Achievement Policy</li><li>• Teaching and Learning Policy</li><li>• Curriculum Policy</li><li>• British Values Policy</li><li>• SMSC Policy</li></ul>