

COGNITA

Curriculum Policy

Salcombe Preparatory School



September 2020

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

Salcombe Preparatory School

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1 Introduction

- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

Salcombe aims to inspire in all pupils a love of learning by offering the best possible education, meaningful engagement in learning, participation in a wide range of activities and opportunities to develop the attitudes and values which will prepare our young people to lead happy, stimulating, useful and fulfilled lives.

- 1.2 This policy applies to all pupils, including those in the Early Years.

- 1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

Put simply the curriculum is not about academic or pastoral, lessons or play but it is about developing the whole person, ready for a successful life. The best way to sum up the breadth and purpose of the curriculum is that we will develop all areas of the ISI EQI framework as follows:

Pupils' academic and other achievements

A1 – Exam results and change in attainment over time

the change in their attainment levels over time, including evidence from externally standardised tests and examination results

A2 – Knowledge, skills and understanding (KSU)

the development of their knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)

A3 – Communication

the development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning

A4 – Numeracy

the development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning

A5 – ICT

the development of their competence in information and communication technology and its application to other areas of learning

A6 – Study skills

the development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise

A7 – Academic and other achievements

their achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts

A8 – Attitudes

their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning

Pupils' personal development

P1 – Self-understanding

develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives

P2 – Decision-making

understand that the decisions they make are important determinants of their own success and well-being

P3 – Spiritual understanding

develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other

P4 – Moral understanding and responsibility for own behaviour

distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others

P5 – Social development and collaboration

are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals

P6 – Contribution to others, the school and the community

fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society

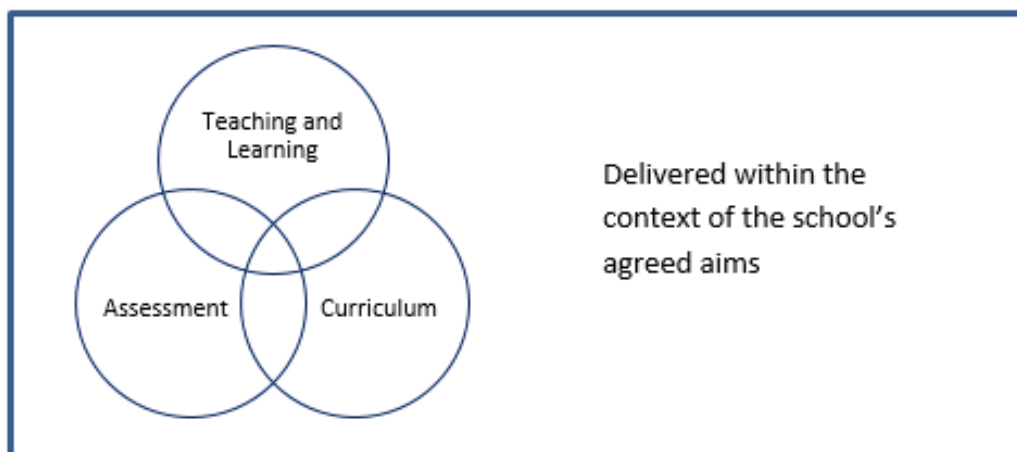
P7 – Respecting diversity and cultural understanding

respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions

P8 – Staying safe and keeping healthy

know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle

- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:



- 1.5 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.

- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:
- A passion for life-long learning;
 - A capacity for independent and critical thinking;
 - Self-awareness, self-regulation and resilience;
 - Self-confidence without arrogance; and
 - Genuine interests that extend beyond the confines of the classroom.
- 1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.
- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:–

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

For the purposes of paragraph the matters are:

(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(c) personal, social, health and economic education which:

(i) reflects the school's aim and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

- *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
- *that all pupils have the opportunity to learn and make progress and*
- *effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.*

2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the National Curriculum at KS1 and follows and exceeds the ISEB curriculum in KS2. It is formally assessed at the end of each term and at the end of KS2 by ISEB exams and the SATs. Our pupils also take GL summative assessments at the end of years Reception to Year 6 in English and Mathematics; Baseline Assessments in the Early Years; NGRT and Spelling tests in Reception to Year 6.
- 2.2 Time awarded to each subject in each year group is visually explained in - Appendix 1.
- 2.3 Details of how the taught curriculum is translated into our subject long term plans.
- 2.4 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, support is led by the Head of Learning Support/SENDCO.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 SMSC

- 4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- 4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 4.3 In addition, our approach to SMSC ensures that all pupils will gain an:
 - Understanding of how citizens can influence decision-making through the democratic process;
 - Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;

- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHE

- 5.1.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships Education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHE). Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010
- 5.2 Our PSHE course is delivered to all pupils through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

6 Co-curricular and Extra-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days and weeks are held. These may include World Book Day, Science Week, Anti-Bullying Week or Art Exhibitions.

Extra-curricular activities begin in the autumn term and finish at the end of the school year. School clubs meet in various parts of the school building and grounds. Sports clubs are planned for days when the School Hall is empty, in case the weather is bad. Club activities are not cancelled for bad weather. As far as practicable, clubs cater for a broad age range. All clubs are open to boys and girls. Clubs might change from term to term, depending on teachers' expertise and commitments. A timetable of clubs for each term is sent to parents before the start of each term.

Most extra-curricular activities in the form of School Clubs take place after school on school days from 4:00pm to 5:00pm at the Pre-Prep and 4.15 – 5.15pm at the Prep. Some external clubs such as Ballet run slightly shorter sessions.

It is the duty of the School Business Manager to co-ordinate all School Clubs and extra-curricular activities. The School Business Manager collates the proposed clubs and times into a programme for the school term.

Once the term's programme is finalised, a letter is sent home with the children outlining the clubs that are available. Parents return a pro forma to school that states their child's preferences and gives permission for the child to attend. The School Business Manager allocates places to clubs on a first come-first-served basis. If interest in a club is limited, that activity does not take place and the School Business Manager offers the children another club. Children who join the school during the school year will be offered any remaining places in a club. These children should see the Head teacher for the programme and pro forma.

The School Business Manager draws up lists of club members and gives a copy to the School Secretary and to the staff running each club. Children/parents should notify the school office personally when they cannot attend their activity. Club organisers keep their own weekly attendance registers.

A club session might be cancelled for members of staff to attend meetings or a course. Club staff should give at least three days' notice. The School Business Manager is responsible for cancelling club sessions. A note is issued to each child's parents, notifying them that the club is cancelled. No club can be cancelled at less than 24 hours' notice unless the staff member is taken ill. In this event, for after-school clubs, the School Secretary endeavours to contact the parents of all club members by telephone, requesting them to collect their children at the normal school finishing time, or failing that, the children are sent to After-School care at no charge. Staff who lead school clubs may purchase resources for their club through the school ordering system, or may claim petty cash for small items against the receipt.

- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:

- Leadership Training;
- Student Councils;
- Community Service;
- Expeditions and trips;
- Fundraising Activities;
- Various Societies and Activities; and
- Sport.

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Executive Head. However, all staff are responsible for ensuring this policy is implemented and acted on.
- 8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
 - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
 - Provides engagement and excitement for learning.

Curriculum Policy

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| Ownership and consultation | |
| Document sponsor (role) | Director of Education |
| Document author (name) | Karen Nicholson, ADE |
| Consultation – May 2017 | Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE. |
| Updated – April 2018 | James Carroll, ADE |

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| Audience | All school staff |

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| England | Yes |
| Wales | Yes |
| Spain | Yes |

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| Review date and reviewed by | Review and update for implementation in September 2022 Jo Storey DE & Danuta Tomasz DE Enrichment, Co-curricular and Lesson Allocations updated by Graeme Smith, Head of School 28 th August 2020 |

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| Related documentation | |
| Related documentation | Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards |

Appendix 1

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.

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| Form | What is it like? – The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised. |
| Function | How does it work? – The understanding that everything has a purpose, a role or a way of behaving that can be investigated. |
| Causation | 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. |
| Change | How is it changing? – The understanding that change is the process of movement from one state to another. It is universal and inevitable. |
| Connection | 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. |
| Perspective | 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. |
| Responsibility | 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. |
| Reflection | 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.

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| Thinking skills | Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition. |
| Social skills | Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles |
| Communication skills | Listening, speaking, reading, writing, viewing, presenting, non-verbal communication |
| Self-management skills | Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour, informed choices |
| Research skills | 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?

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| Appreciation | Appreciating the wonder and beauty of the world and its people. |
| Commitment | Being committed to their own learning, persevering and showing self-discipline and responsibility. |
| Confidence | Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices. |
| Cooperation | Cooperating, collaborating, and leading or following as the situation demands. |
| Creativity | Being creative and imaginative in their thinking and in their approach to problems and dilemmas. |
| Curiosity | Being curious about the nature of learning, about the world, its people and cultures. |
| Empathy | 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. |
| Enthusiasm | Enjoying learning and willingly putting the effort into the process. |
| Independence | Thinking and acting independently, making their own judgements based on reasoned argument, and being able to defend their judgements. |
| Integrity | Being honest and demonstrating a considered sense of fairness. |
| Respect | Respecting themselves, others and the world around them. |
| Tolerance | 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.

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.

French and Spanish

Other than the language of instruction of the school, French and Spanish are 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 and Spanish 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.

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.

Theology and Philosophy

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. They couple this with teaching Philosophy to develop children as critical thinkers and as independent enquirers. They use their Philosophical skills to then research RE topics throughout the year in a series of mini projects.

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, Buddhism and Sikhism are

also covered. The school have supplemented the scheme and at times, we also flex the curriculum to incorporate religions which reflect our school community.

Personal, Social and Health Economic 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 wellbeing, develop resilience and a sense of personal and social responsibility. They are increasingly able to take responsibility for themselves and contribute to the wellbeing 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 and Computer Programming

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.

In KS2 the pupils have two 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 and other self-development issues as noted below;

- Global Citizenship
- Drugs and Alcohol
- Financial Capability
- Orienteering
- Sex and Relationship Education
- Road Safety
- British Values
- STEM
- RE topics to cross-curricular link with Theology and Philosophy
 - Year 3: Christianity and Sikhism
 - Year 4: Christianity and Judaism
 - Year 5: Christianity and Hinduism
 - Year 6: Christianity, Islam and Buddhism*SG made scheme

Term 1: Christianity and Christmas

Term 2: How to show commitment for each religion


Term 3: Comparison of aspects of the two religions studied.

- Mandarin
- First Aid
- Fitness through dance



**SUGGESTED LESSON ALLOCATION
Pre-Preparatory School
2020-21**

| Early Years Preschool/Reception 48 x 30-minute sessions | Year 1 50 x 30-minute sessions | Year 2 50 x 30-minute sessions |
|--|--|--|
| Starting activities <ul style="list-style-type: none"> • CIP - choice • Fine manipulative activity - tracing; sorting • Phonics work • Reading 1-2 -1 | Starting activities <ul style="list-style-type: none"> • Handwriting • Reading 1-2-1 • Number bonds • Finishing work • Responding to marking | Starting activities <ul style="list-style-type: none"> • Handwriting • Reading 1-2-1 • Mental maths books • Finishing work • Responding to marking |
| 6 CLL (English) 1 Handwriting 2 Story | 9 English 2 Handwriting 3 Story 1 Guided Reading | 9 English 1 Handwriting 1 Guided Reading 1 Story |
| 4 Phonics | 3 Phonics | 2 Phonics |
| 10 Maths | 11 Maths | 11 Maths |
| 1 Golden Time | 2 Science | 3 Science |
| 1 IT | 2 IT | 2 IT |
| 3 UTW (Sci/His/Geo) | 2 History/Geography | 2 History and Geography |
| 3 EAD (Art/DT) | 2 Art/DT | 3 Art/DT |
| 3 TP/PSHE/Enrichment | 3 TP/PSHE/Enrichment | 3 TP/PSHE/Enrichment |
| 2 PE (2 x 30 mins) | 2 PE (2 x 30 mins) | 2 PE (2 x 30 mins) |
| 2 Assemblies | 2 Assemblies | 2 Assemblies |
| 1 French/Spanish | 1 French/Spanish | 2 French/Spanish |
| 2 Music | 2 Music | 2 Music |
| 1 Music and Movement | 1 Music and Movement | 1 Music and movement |

| | | |
|--|-----------------|--|
| 2 Forest School | 2 Forest School | 2 Forest School |
| 4 Child Initiated Learning | | 1 VR/NVR |
| <p>All checked GMS 260820</p>  <p style="text-align: center;">SUGGESTED LESSON ALLOCATION Preparatory School 2020-21</p> | | |
| Middle Prep Years 3 and 4 (35 lessons) | | Upper Prep Years 5 and 6 (35 lessons) |
| 5 English | | 5 English |
| 5 Maths | | 5 Maths |
| 3 Science (1 double, 1 single) | | 3 Science (1 double, 1 single) |
| 2 IT/Computing | | 2 IT/Computing |
| 2 History | | 2 History |
| 2 Geography | | 2 Geography |
| 1 RE | | 1 RE |
| 1 Enrichment to include life skills programme to include British Values, Citizenship, SRE and DE, swimming | | 1 Enrichment Program to include life skills programme to include British Values, Citizenship, SRE and DE, swimming |
| 1 PSHE | | 1 PSHE |
| 1 NVR/VR | | 1 NVR/VR |
| 2 Languages: French & Spanish | | 2 Languages: French; Spanish |
| 1 Music | | 1 Music |
| 1 Drama | | 1 Drama |
| 2 Art/DT | | 2 Art/DT |
| 3 Sport/Games | | 3 Sport/Games |
| 1 PE | | 1 PE |
| 1 assembly/handwriting | | 1 assembly/handwriting |
| 1 Form | | 1 Form |

Checked GMS 240820

Checked GMS 240820