

## CURRICULUM POLICY

The Prepatoria School is an Independent school. This means we are not maintained or governed by the local authority or government. We are authorized to deliver an education by the Department for Education (DfE). Parents pay monthly fees for their children to attend and are able to use the government's childcare tax scheme to help them with these fees. Many children of Reception Year age are entitled to government funding for 15 or 30 hours which can be used to offset fees.

We believe that the current curriculum, being offered to children nationally, is not fit for purpose. In our opinion, the focus of the National Curriculum is narrow, focussing on outcomes in Literacy, Mathematics and Phonics. This narrow focus means that many pupils will not achieve the desired outcomes, set by the government, and this may be seen as a failure of the teachers or the children. An obvious consequence of this narrow approach means that the natural, creative and imaginative skills of children are not given the appreciation they deserve and there is not the time needed to support and develop these amazing skills. It is time to change this narrow and rigid approach.

As an independent school we are able to choose the curriculum we want to deliver, within the guidelines laid down by the DfE. You can read a more detailed account of our curriculum and each of the subjects we offer by reading The Prepatoria School Prospectus and Scheme of Work. The vision for The Prepatoria Schools and nurseries is to deliver a meaningful, purposeful curriculum that supports the overall development, interests and natural inclinations of children. We believe that the purpose of a school is to support children to become citizens of the world with all the skills, knowledge, attitudes and characteristics they will need to thrive in a multi-lingual, multi-faith global community. This vision dictates the curriculum and its methodologies for which there are three specific capacities.

The first is in relationships. The quality of the relationship we have with the child and the parent is paramount in building a secure foundation for later relationships. Building a trusting, nurturing relationship fosters confidence, self-esteem and independence.

The second element is in the pedagogues who deliver our curriculum. We have developed a team of well qualified and experienced people who are passionate about teaching and who care enormously about children, understanding the great privilege it is to share the journey of learning and development with another human being.

The environment is the third element of our curriculum. We believe that children deserve and appreciate aesthetically pleasing physical environments and resources. Time is taken to develop resources, activities and environments that are ordered, clean, beautiful and

provoking. Ordered, well resourced and arranged the environment becomes the third teacher of the child.

## METHODOLOGIES.

We understand that children learn by actively engaging in activities, discussions and exciting environments that inspire, provoke and challenge understanding. Our curriculum is delivered to children through a project-based approach. This means that an area of specific interest is offered to the children, by the Teacher, and this interest develops over time allowing children to acquire the characteristics, knowledge and skills they need. This makes learning much more meaningful and exciting to children. The children, through their interest will determine, to a large extent, the direction of travel for the project. The teacher uses children's interest to develop skills and knowledge and will redirect the focus of the project when required. The curriculum is broad and has depth, Literacy, Phonics and Mathematics are important subjects within the curriculum, but they are not the most important. Indeed no one subject takes precedence over the other. We recognise, however, that there are subjects that require a direct teaching approach too. Whilst it is possible to support reading, writing and mathematical knowledge through the project it is sometime necessary for the teacher to teach distinct skills and knowledge in a small group, one to one or in discreet lessons. Learning how to form letters, segmenting, blending, reading and some aspects of mathematics require a different kind of attention to detail. When this is required the teacher chooses the most appropriate time and method to teach these skills.

Every opportunity, from the beginning of the school day to the end of the day provides a valuable learning experience. Lunch and snack times promote independence as children help to set up and clear away after themselves. The monthly Parent Café sessions led by Reception children is a wonderful opportunity to make or prepare refreshments for adults as well as taking orders and learning about money.

Moving between the buildings provides valuable opportunities for children to run errands and take messages allowing them to feel important and confident. Sharing part of the buildings with other user groups means that children have to learn to return resources to the original space and tidy away after themselves.

Overarching all subjects is the Spiritual, moral, social and cultural awareness program. This incredibly important subject is taught through the conversations we have with children, through every other subject and through our Assembly sessions. This subject aims to ensure that children develop the characteristics of resilience, resourcefulness, tenacity, empathy, kindness and develop a love and respect for community. We want our children to fully appreciate the beautiful diversity of humanity whilst being proud of who they are themselves.

We believe that the children who access our school will be very well equipped with all the necessary characteristics they need for the next stage of their educational journey and we, their mentors, teachers and co-conspirators of learning are privileged to be part of their incredible journey.