

# Whole School Curriculum Policy

**Person responsible for this policy**  
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Dulwich Prep  
Cranbrook

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the broad requirements of the National Curriculum, but also the wide range of extra-curricular activities we provide to enrich the experience of our pupils.

## INTRODUCTION

**The school's mission statement ("Aims") provides the foundation for our curriculum, teaching and learning**

"It is the aim of the school to provide the best educational opportunities for the children, with personal attention, a happy atmosphere and a dedicated staff. Within the community of the school the children are expected to work hard, to respect others and to co-operate in the smooth running of the community.

A careful balance is kept between freedom and order, so that by the time they leave, the children will have developed self-control and self-reliance. They are encouraged to use their own initiative and take on responsibility as they move through the school.

The school seeks to educate the whole person through a broad and balanced curriculum, with a wide range of extra-curricular activities, so that each child can achieve their full potential and develop the self-esteem which will enable a confident move to the next stage of education.

Throughout the school there is a twofold purpose to enable the children to learn as much as possible according to their individual abilities, and to be happy in an environment of learning."

Through careful planning, the school aims within its curriculum to provide continuity and progression of learning, offering equality of access and opportunity for all pupils. We aim to meet the curricular requirements of those pupils, including very able ones, who require special provision.

### Our Prospectus States

"Our mission is as simple as it is important to nurture confident, compassionate children who have all the support they need to fulfil their extraordinary potential today and *tomorrow. It's a task we take incredibly seriously, while having as much fun as possible along the way.*"

*"Everything we do at Dulwich Prep Cranbrook is designed to help our children believe in themselves. We focus on developing each child's self-awareness and self-belief, for the simple reason that the way they think and feel about themselves has immense influence on their capacity to learn and their capacity to embrace opportunity."*

"We want every child to truly relish the beautiful messy process of learning and to participate fully in school life. At the heart of this approach are our values, the compass we are guided by."

### Our Values

Our values of Individuality, Nurture, Self-belief, innovation, Delight and Extraordinary (INSIDE) are shared via our website and underpin all that we do.

## AIMS AND OBJECTIVES

We believe that children learn best in a variety of ways. We aim to provide a broad, balanced, relevant and differentiated curriculum that allows children to develop their skills and abilities to their full potential.

If children are instrumental in their own learning, this will lead to the development of self-esteem, and encourage social, moral and spiritual responsibility. A school instigating successful curriculum and teaching and learning policies will help to encourage pupils to continue learning throughout their lives.

### The school provides the following areas of educational experience

**Linguistic:** We develop pupils' communication skills and increase their command of the English language through listening, speaking, reading and writing. We provide opportunities for pupils to learn French, Latin and Spanish. Pupils in years 5, 6, 7 and 8 will participate in the LAMDA (London Academy of Music and Dramatic Arts) exams.

**Mathematical:** We help pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion

**Scientific:** We increase pupils' knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, conducting experiments and recording findings.

**Technological:** We develop pupils' technological skills through the use of ICT and DT. This allows pupils to develop, plan and communicate ideas and to work with tools, equipment, materials and components to produce high quality designs and products and to evaluate processes and products.

**Human and Social:** We increase pupils' knowledge and understanding of people and the environment, and how human action, now and in the past, has influenced events and conditions through the study of history and geography. Religious Education and PSHCEE focus on Christianity and other world religions and explore religious texts and historical and contemporary moral issues including the people who have been an inspiration to us all.

**Physical:** We help pupils develop their physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them evaluate and improve their performance while taking part in games, swimming, PE and a wide range of outdoor activity including Forest Schools and the 'Dulwich Inspires' programme. We also ensure pupils acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic & Creative** We encourage pupils in the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but art, music, the study of literature and drama all make a very strong contribution to this area of the curriculum since they all call for personal, imaginative, and often practical, responses. All pupils can perform on stage each year and can also be in an orchestra from Year Three upwards.

We also provide a range of trips, activities and leadership opportunities to broaden pupils' horizons. Learning outside the classroom also greatly enhances pupils' self-

esteem, social development, language, health and physical abilities. Finally, we prepare children for life in British society and globally by developing in every young person the values, skills and behaviours they need to get on in life including understanding fixed and growth mind-sets. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as tolerance, patience, resilience and grit, which underpin success in education and employment.

## WE ALSO AIM TO

- Provide a stimulating, challenging, diverse and enjoyable curriculum, that is broadly in line with the National Curriculum Framework for Teaching (especially the core subjects).
- Provide a curriculum appropriate for children's ages and aptitudes that will enable them to learn and make progress.
- Enable children to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Foster in children the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- Provide well-planned lessons and effective teaching methods, activities and management of class time; provide a consistently high quality of teaching and learning.
- Have a good understanding of the aptitudes, needs and prior attainments of the children, and ensure that these are taken into account in the planning of lessons.
- Provide a mutually supportive partnership of parents, staff and children – sharing responsibility for learning.
- Have high expectations of every child.
- Provide a safe, happy work-place.
- Provide the necessary resources to deliver the curriculum effectively.
- Foster a love of learning and a commitment to learning which will last a lifetime.
- Promote collaborative and independent learning.
- Foster self-esteem and personal responsibility.
- Develop confident, disciplined and enquiring learners.
- Provide a wide range of extra-curricular opportunities.
- Foster the children's creativity and develop essential skills, including learning skills.
- Raise levels of attainment – so that every child can achieve their personal best.
- Promote awareness and respect for the diversity of cultures, values, beliefs and abilities.
- Value and respect all cultures.
- Promote the spiritual, moral, cultural, mental and physical development of our children.
- Ensure that all children (including those with Special Needs) have appropriate and equal access to the curriculum.
- Prepare the children for the exams and various entry tests they will take to gain places at their next schools.
- Promote a thoughtful, considerate attitude to protect the environment.
- Promote cross-curricular links to foster creative thinking.

## CURRICULUM PLANNING

We have 3 levels of planning for pupils' learning:

**Long-term plans** for each stage – a curriculum framework outlining termly topics.

**Medium-term plans** objectives and teaching strategies in each topic.

**Short term plans** Teacher's Planner – written on weekly and daily basis – brief details of objectives, resources and activities per lesson.

Planning is overseen by the Heads of Nash House and Little Stream (and the Little Stream Curriculum Co-ordinator) and subject heads in Upper School. Schemes of work, though flexible, are reviewed and in some cases re-written on an annual basis.

## NASH HOUSE

### CURRICULUM FOCUS

Nash House is the Early Years department of the school. There are two Nursery classes and two Reception classes. Each class has a Teacher and Teaching Assistant. Each year we also have some 'rising 3's' in our fledgling group and will increase our staffing depending on the number of children.

The children are taught a broad curriculum which also encompasses the 7 Areas of Learning of the Foundation Stage (see page 6). Their Music and PE are taught by Music and PE specialist teachers.

We feel it is important to ensure that both children and parents are familiar with Nash House before they start with us, so we arrange visits in the summer term prior to entry and hold an information evening for parents. We also operate a parent and toddler group. We have an open-door policy and hope that parents will always feel that they can come and talk to us.

There are many organized events when parents can watch PE and music lessons, see the class-teaching in action and hear the children explain what they are learning. Parents are very important in each child's learning, so we encourage parental involvement.

Our main purpose is to ensure that all children will find all learning challenging and fun. If we achieve that, we have set them on the right path for a happy future. Nash House is an exciting, warm and friendly place to be, and we hope that your child will become a valuable member of its community.

The curriculum seeks to promote a positive self-image and independence within a supportive environment.

The curriculum for 3 to 5 year old children reflects a wide range of activities; social, emotional, intellectual, physical and moral development is interrelated.

The child's needs, interests and family are an essential basis for developing the curriculum in these early years. Play and the child's own motivations are essential to learning.

The curriculum caters for the individual needs of each child. The starting point of education is what the child does know or can do, not what they do not know or cannot do.

The Early Years Foundation Stage aims to ensure that children learn and develop well, and are kept healthy and safe, and seeks to provide quality and consistency, a secure foundation; partnership working, and equality of opportunity. It outlines the areas of learning and development (the educational programme); the early learning goals – knowledge, skills and understanding at the end of the year the pupils turn five; and the assessment arrangements for measuring progress. It has 4 guiding principles the unique child; strong and independent through positive relationships; provide enabling environments; enable the child to learn and develop in different ways and at different rates.

### There are 7 Areas of Learning

Understanding the World (including Assemblies and French)
Expressive Arts and Design
Physical Development (including PE)
Mathematics
Communication and Language
Literacy
Personal Social and Emotional Development (including Assemblies, Circle Time, lunch, snack)
Child initiated play which overlaps all areas of learning

**3 Prime Areas** Communication and Language; Physical Development; Personal, Social and Emotional Development

**The 4 Specific Areas** Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

## THE FOUNDATION STAGE CURRICULUM

Nursery & Reception work towards achieving the EYFS goals as defined in the 7 Areas of Learning of the Foundation Stage. The aim is that the overall emotional, social, intellectual and physical development of each pupil is met through providing an appropriate broad curriculum.

The process of education – how children are encouraged to learn is as important as what they learn.

Children are active learners, and learn through all their senses, through exploration,

investigation, experimentation, listening and watching, as well as through play. Young children are also social learners and interaction with adults and other children is crucial.

All areas of learning are of equal importance and are delivered in conjunction with others. All children are working towards completion of the Early Years Foundation Stage goals at the end of the Reception year.

Development is recorded through the use of observations, baseline assessments 'in house tracking' and the Leuven Scales of well-being and involvement, which provide accurate and detailed insight into the progress of the individual. Observations made of each child in variety of environmental & learning situations ensure accurate recording of individual attainment and help to ensure that an appropriate and challenging curriculum can be delivered for each pupil.

## **LEARNING SUPPORT**

The Early Years SENCO supports the children and teachers through observation and guidance. Depending on the cohort and individual needs the support is tailored each year to suit. Further information can be found in the SEN policy.

## **TRANSITION**

Transition from Reception to Year 1 can be difficult for some children, therefore we have put in place various strategies which will help support the children. In the summer term, Reception children will be read to by Year 1 staff once a week. They will also play with the current Year 1 children in the Little Stream playground once a week to help them become familiar with their future environment. There are also lots of opportunities for parents to meet with the Year 1 staff and Head of Little Stream such as a guided tour and coffee mornings.

Staff consult at length prior to the split to ensure that children will be happy in their new peer groups. Once the classes have been split, each child is appointed a Mentor who will meet with them before they move up. For the last few weeks of the summer term once a week the children will be grouped into their new classes and visit their future classrooms. There is also a move up afternoon where again the children will visit their new classrooms and teachers.

The Reception and Year 1 staff meet to share their knowledge about every child and to hand over the stages at which the children have reached within the profile ready for completion within Key Stage 1.

## THE NASH HOUSE DAY

8.00 a.m. – 8.30	Early Morning Club (currently no fee is charged)
8.30 a.m.	Arrive at School
8.55 a.m.	Children's Registration
9.00 a.m. – 10.30	Classroom Activities (Friday's Star of the Week Assembly 9.00am)
10.00 a.m.	Snack
10.30-11.00 a.m.	Playtime
11.00-11.45a.m.	Classroom Activities
11.55-12.35pm	LUNCH
12.35-1.05 p.m.	Playtime
1.05-3.30 p.m.	Classroom Activities
3.45-5.30 p.m.	After-School Care Club (A fee is charged for this facility)

# LITTLE STREAM

## THE LITTLE STREAM DAY

8.30 a.m.	Arrive at School
8.40 a.m.	Children to be in Classrooms and Registration
8.40-9.00 a.m.	Assembly
9.00-10.10 a.m.	Lessons 1 and 2
10.10-10.45 a.m.	BREAK (snack and milk offered)
10.45-11.55 a.m.	Lessons 3 and 4
11.55-12.30 p.m.	Year 1 - LUNCH Years 2, 3 and 4 - Lesson 5
12.30-1.05 p.m.	Year 1 - Lesson 5 Years 2, 3 and 4 - Lunch
1.05-1.35 p.m.	BREAK
1.35-1.40 p.m.	Registration
1.40-3.25 p.m.	Lessons 6, 7 and 8
3.25-3.45 p.m.	Form Period
3.45 p.m.	SCHOOL ENDS
4.00-5.00 p.m.	After-School Activities These vary according to the season. Details can be found on the Web Site and noticeboards.
3.45-5.30 p.m.	After School Care Club (A fee is charged for this facility)

## Lesson Allocations

	Year 1	Year 2	Year 3	Year 4
Mathematics (numeracy)	8	9	9	10
English (language and literacy)	13	11	9	9
Science	2	2	2	3
Form Subjects (Geo/His/RS)	5	5	5	3 matches 6 no match
Music	2	2	3	2
PE	3	4	5	5 no match 8 match
Art/DT	2	2	2	2
ICT	1	1	1	1
French	1	1	1	1
PSHEE	1	1	1	1
Choir	1	1	1	1

## CURRICULUM FOCUS

### Years 1 - 4

Years 1-4 follow the National Curriculum broadly in line with the core and foundation subjects, although we offer more breadth of opportunity in our wider curriculum with access to many specialist teachers from a young age.

The focus is on English (reading, writing, speaking & listening), Maths (tables, number work and practical investigation), investigative Science, and projects. Geography, History and RS are all taught to broaden the child's awareness and understanding and to help him/her appreciate the complexities of the environment in which we live. Teachers are expected to develop pupils' mathematical fluency and reasoning in every relevant subject. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.

Art & Design, Drama and Music form an extension to the core subjects. There are regular performances of Music and Drama. Many children learn musical instruments. Computers are located in every classroom and are a valuable learning aid (class set of iPads). All the pupils have access to the Little Stream computer room for work across the curriculum. PE & Games are an important part of the curriculum, and we provide a wide range of after-school clubs. Outings play an important part in our learning-provision for all year groups.

Parents are always welcome in Little Stream and Form Teachers value the daily contact. We aim to work in partnership with parents to achieve each child's full potential.

### ENGLISH (Language and Literacy)

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

English work focuses on **SPOKEN LANGUAGE**, **READING** (word reading; reading comprehension) and **WRITING** (transcription; composition; vocabulary, grammar and punctuation). Opportunities for extended writing are also planned.

Much of the English teaching in all four year-groups is delivered in a cross-curricular manner. Pupils are grouped by ability for reading and spelling. Comprehension work is grouped by ability, sometimes as separate sets. Within each class work is differentiated.

Pupils develop spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Literacy work focuses on VCOP (Vocabulary, Connectives, Openers and Punctuation). We have developed our own phonics, handwriting and marking strategies which progress and build through the department. This logical, clearly defined progression is designed to build confidence in the children, with clear targets and a consistency of approach from all staff.

### ENGLISH (LANGUAGE AND LITERACY) SUPPORT

Additional support for literacy is available for those pupils who require a graduated approach to intervention. This flexible support is targeted to year-groups and need.

Those pupils who require it, are offered additional support for reading, spelling, general literacy and handwriting in small groups. Children may also receive targeted support in specific areas such as listening skills, speed of handwriting, additional reading comprehension and all children in Year 3 and 4 who receive literacy support work through the Toe-by-Toe programme on a weekly basis. All year groups have weekly spelling and reading/comprehension groups. Additional support for phonics (PAT) is also offered, where needed, in early morning sessions for Years 3 and 4. Special Educational Needs support staff are also timetabled to support individuals according to need and to support teachers in delivering a differentiated curriculum. Any children that we deem to be borderline may also join these extra support groups or be supported through the TA Intervention Programme.

Year 1 children are offered an early morning workshop if they have writing targets on their targeted plan. This is in addition to the normal school day. Learning Support Assistants also deliver 3 high frequency word reading practice sessions for those children who require extra practice and 2 x speech and language support sessions per week to those children who have mastery of speech sounds on their targeted plan. Classroom Teaching Assistants deliver 3 x 'Rapid Reading Interventions' per week for those children who are still working to gain fluency in Reading. This is in addition to the 4 sessions per week in which all children read to an adult, either individually, or in a small group.

Year 2 receive one spelling lesson per week. Year 2 are tested weekly and they also have one reading group lesson per week. Year 2 pupils are taught Comprehension Skills in a double lesson each week and they are set into ability groups across the year group for this lesson. SEN support for specific learners is offered in Years 1 and 2 in phonics, reading skills and writing composition which complements the work covered in class in a small group setting with opportunity to revisit concepts. Listening Skills and Handwriting lessons are provided according to need and this provision varies from year to year. Phonic teaching is integral within Year 1 and Year 2. Children in these year groups may also be supported with the acquisition of sight vocabulary.

Years 3 and 4 receive two spelling lessons per week and one reading lesson, which are set across the year group. Year 3 and 4 also benefit from having a double comprehension period per week, a single grammar lesson in Year 3 and a double grammar lesson in Year 4. Extra handwriting sessions are also offered. Phonological Awareness Training (PAT) is also offered, where needed, in early morning sessions for children in Year 3 and Year 4. Special Needs staff are also timetabled to support each class in their English lessons (lead by the form teacher), where possible. Alternatively, classes to help improve other areas of literacy such as reading for meaning or listening skills may be arranged. All of this is offered in addition to the support provided by form teachers in the classroom. Any children that we consider to be 'borderline' for support, may also be invited to join these extra support groups. The school endeavours to provide one to one support for children who require an enhanced level of intervention. This is assessed according to need and depends on the availability of staff.

## **MATHEMATICS (Numeracy)**

"The principal focus of Mathematics teaching in Key Stage 1 is to ensure that pupils

develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools)."

In our Mathematics (Numeracy) teaching we follow the National Curriculum. Abacus Maths is used throughout the year-groups as a basis for the numeracy work.

"Numicon" is used throughout the department to support the core strategy.

**Years 1 & 2** grouped in sets within the year-group. In Year 2, there are 4 double lessons per week plus a Mental Maths session specifically focusing on mental skills.

Year 1 also have 2 x Early Morning Sensory Circuits sessions for those children who need support with sensory processing and integration.

**Year 3 & Year 4** have three discrete Maths sets. There is a good deal of flexibility and frequent movement between the sets.

## **MATHEMATICS (Numeracy) SUPPORT**

Support is given to Years 1 - 4 through setting within the Maths lessons and a small number of pupils are given individual/small group help when necessary. In Year 2 the weakest maths set is taught by the SENCO and additional members of the SEN team. In Year 3 the SENCO provides two sessions per week to work with those needing the most help in maths.

## **LEARNING SUPPORT**

If a pupil requires a degree of support above that which would be considered a reasonable adjustment, the School may ask parents to fund the extra support required. Parents must not assume that the cost of an enhanced level of support of this nature will be borne by the School.

## **SCIENCE**

We broadly follow the National Curriculum in Key Stages 1 & 2. Year 1 pupils are taught by their form teacher; Years 2 – 4 are taught by a Science specialist with the support of the class teacher.

## **FORM SUBJECTS/HUMANITIES**

The programme of study is in line with National Curriculum History and Geography, though it has a chronological approach. Year 2 teach History and Geography through cross-curricular topics with an emphasis on developing specific skills alongside acquisition of knowledge. Year 1 teaching follows a more thematic approach, being taught by the form teacher.

## **ART**

Taught by the Form Teacher with specialist support from the Head of Art or Art Teacher (1.5 days per week) and the Little Stream Art technician (1 day per week).

## **DT**

A cross-curricular approach led by the form teacher. Year 4 complete projects with the Head of Technology in Upper School to support transitional planning from Little Stream to Upper School.

## **FRENCH**

Taught by French specialists, with the emphasis very much on oral work.

## **ICT & COMPUTING**

Taught by the Head of ICT and supported by the form teacher in Years 1 to 4. ICT is used across the curriculum.

## **INTERACTIVE WHITEBOARDS**

Each teaching-room is equipped with an IWB which is extensively used to support the teaching and learning. We regard the IWB as a very important curriculum tool. All teachers are equipped with iPads.

## **RELIGIOUS STUDIES**

Taught by the form teacher. Our teaching is based on Christian belief and is inclusive of other religions, particularly taking individual children's needs into account. Year 2 explore different religions through topics such as "Rules and Routines" and "Places of Worship" with the opportunity to relate learning, beliefs and faiths to their own personal experiences. Year 4 learn about the six main religions of the world (In the Spring Term) as well as studying Christianity and Hinduism (with cross-curricular links to their topic work on India.)

## **PSHCEE**

Taught by the form teacher, for Years 2- 4, this is based on the Family Links Programme and Circle Time, though topical issues are raised as needed. Year 1 incorporates the RSE curriculum. iSpace also plays a large part with regular assemblies and follow-up work, discussing topical and social issues. These assemblies also deliver many aspects of PSHCEE, and include information assemblies for parents e.g. bullying, safe use of the internet.

## **DRAMA**

This is part of the 'form subjects' programme of study. All year-groups produce an annual play specifically tailored to the cohort and the individuals within the year-group.

Year 2 plan for role-play opportunities through literacy and cross-curricular topics. Years 3 and 4 have regular visits from the Young Shakespeare Company, who offer fully immersive and interactive Drama workshops to include all children in one way or another.

## MUSIC

Music is taught by the Director of Music. Years 2 and 3 learn the ukulele as part of the curriculum taught by the Director of Music and a peripatetic tutor. Children may wish to continue to play the ukulele in Year 4 and many varied groups are offered to encourage this progression. Choir forms one Music lesson for each year group throughout Little Stream.

## PE

This is taught by the Head of Little Stream PE and girls' and boys' games teachers. The Teachers are specialists and Upper School Sports Specialists offer support. Matches against other schools begin in Year 3 and increase in number in Year 4. Specialist sports coaches support games lessons in Years 3 and 4.

## CURRICULAR SUPPORT

Year 1	Each class has a full time Teaching Assistant
Year 2	There is one Teaching Assistant between two forms
Years 3 and 4	There is one Teaching Assistant between the three forms.

Gap students offer additional in-class support directed by the teacher. The SENCo works in conjunction with Form teachers to administer diagnostic testing where rate of progress determines that intervention and further investigation is required e.g. assessment for dyscalculia. This targeted assessment and intervention is available to any pupil throughout the school. Dyscalculia assessments requested via Maths teacher and carried out by the SENCo.

## LEARNING SUPPORT

All lessons are differentiated where appropriate. Further differentiation will also be given according to children's individual needs, in co-operation with SEN teachers and with reference to Pupil Care Plans and any external educational assessments.

## FORMAL TESTING

PIRA (Years 1 - 4) Reading and Young's Spelling tests (Years 2 - 4) are given on a termly basis. InCAS Maths tests are administered on an annual basis and there are twice termly Abacus progress tests in addition to the end-of-year group tests. Year 4 take Verbal, Non-Verbal, Quantitative and Spatial Reasoning tests at the start of the Autumn Term. Pupils are assessed across their year group on a regular basis in order to monitor progress. We also assess writing on a termly basis with the Big Write assessment.

Please see the school **Assessment Policy** for details of all testing.

## **CURRICULUM INFORMATION**

Full information about the curriculum followed is posted on the school website or iNet where further detail for parents and pupils is required, and is available in hard copy in the school office. During the year there are a number of Parents' Evenings and Information Evenings. Written reports are sent home in the Autumn and Summer terms. Parents' Evenings are held in the Autumn and Spring terms. The whiteboards outside each classroom are used to inform parents of important events, changes etc.

## **SUBJECT CO-ORDINATORS**

For each subject taught within the curriculum there is a Little Stream subject co-ordinator responsible for maintaining an overview of their particular subject across the year-groups. The subject co-ordinator is a point of contact for Heads of Subject visits and subject meetings.

## **LIBRARY**

Little Stream has a dedicated librarian with a well-stocked lending library to help the delivery of the curriculum and to provide a wide range of titles for personal reading by pupils. Each class has a fortnightly library lesson.

## **UPPER SCHOOL**

### **CURRICULUM FOCUS**

Upper school pupils follow a broad and balanced curriculum. The syllabus for each academic subject follows the National Curriculum documents and the requirements of the ISEB Common Entrance syllabi for 11+ and 13+, and the requirements of senior school scholarship syllabi.

In Years 5-8 the syllabus content taught in most subjects is broadly in line with the National Curriculum. We have a number of Y6 pupils each year who need to be prepared for 11+ Common Entrance, and they will follow the ISEB 11+ requirements in English, Maths and Science. Some Year 6 or year 7 pupils will sit the ISEB Common Pre-test in the Autumn Term. Other pupils sit the Kent 11+ tests in September. We pride ourselves on delivering a very broad and diverse curriculum and enrichment programme to develop pupil's abilities. In line with ISEB/senior school guidance and instructions for procedure for entrance to secondary education PESE we develop pupils Maths, English and reasoning ability through our curriculum, ensure familiarisation with the assessment processes, but do not tutor to these tests.

In Years 7 and 8 pupils are prepared for the following subjects in the Common Entrance examination. They follow the syllabus outlined by the Independent Schools' Examination Board (ISEB). This is the case for CE and Year 8 pupils sitting Cranbrook School assessments.

**English**  
**Mathematics**  
**Science (Biology, Chemistry, Physics)**  
**Latin**  
**French** (Year 7 & 8 Common Entrance or Dulwich International Colours Certificate)  
**Geography** (Year 7 & 8 Dulwich Colours Certificate in Humanities)  
**History** (Year 7 & 8 Dulwich Colours Certificate in Humanities)  
**Religious Studies** (Year 7 & 8 Dulwich Colours Certificate in Humanities)  
**Spanish** (Year 7 & 8 Dulwich International Colours Certificate)

The range and balance of subjects taught is the same for all Year 7 and 8 pupils, apart from those pupils who are given extra support with their English instead of studying Latin or Spanish.

By agreement with senior schools Year 7 pupils (since 2018 have embarked on the Dulwich Certificate of Excellence in Humanities to run alongside Common Entrance/CASE). This is a two-year programme for Yr7 and 8 pupils. History, Geography and Religious Studies are now freed from the confines of a final examination, giving teachers the opportunity to teach a curriculum that maintains pace and rigour, whilst enabling the children to grasp the knowledge, skills and attitudes that will set them on course to become the Historians, Geographers, Theologians and Philosophers of the future.

In addition to being taught these CE subjects, pupils are taught PSHCEE (Personal, Social, Health, Citizenship and Economic Education), Art, Design and Technology, ICT, Music, and Physical Education.

Those pupils most likely to attempt Academic Scholarships are placed in our 80 (Orange) set, together with those children we feel will benefit from higher academic challenge. We encourage pupils of the necessary standard to sit a range of different types of scholarships Academic, Art, Sport, Music, DT, ICT, all-rounder, etc. Extra sessions ("masterclasses") are provided to help these children prepare for their scholarships, and interview guidance and practice is provided by the Assistant Head Academic and Headmaster.

The Upper School curriculum builds on that taught in Nash House and Little Stream.

## THE UPPER SCHOOL DAY

7.15 – 8.15 am	Breakfast Club (optional extra)
8.30 – 8.40 am	Registration in form-rooms
8.40 – 9.00 am	Assembly in the John Leakey Hall (Monday and Thursday)
9.00 – 9.35 am	Lesson 1
9.35 – 10.10 am	Lesson 2
10.10 – 10.45 am	Lesson 3
10.45 – 11.20 am	BREAK
11.20 – 11.55 am	Lesson 4
11.55 – 12.30 pm	Lesson 5

12.30 – 1.05 pm	Lesson 6
13.05 - 1.50 pm	LUNCH, BREAK, CLUBS / ACTIVITIES
13.50 – 2.10 pm	ACTIVITIES CONTINUE / QUIET READING
2.10 pm	Registration
2.15 – 2.50 pm	Lesson 7
2.50 – 3.25 pm	Lesson 8
3.25 – 4.00 pm	Lesson 9
4.00 – 5.15 pm	AFTER-SCHOOL ACTIVITIES & Day-pupil Prep in Library
7.15 – 8.15 pm	Day Boarding/Boarding (optional extra)

## LESSON ALLOCATIONS – UPPER SCHOOL

	Year 8	Year 7	Year 6	Year 5
English	5	5	5	6
Maths	5	5	6	6
French	5	4	3	3
Science	5	5	4	4
Geography	2.5	2.5	2	2
History	2.5	2.5	2	2
Latin/ English Development*	3	3	2	0
Spanish/ English Development*	3	3	2	0
Religious Studies	2	2	1	1
Art	2	2	2	2
D.T.	2	2	2	2
Music	1	1	2	2
P.E.	1	1	1	1
Games	7	7	7	7
Drama	1	1	1	1
Computing	1	1	1	1
Reading				1
Study Skills				1
PSHCEE	1	1	1	1
Form Period				1
Junior Choir			1	1

\*For some pupils with SEN - Latin and or English Development or Spanish and or English development in Y6.

## TRANSITION FROM LITTLE STREAM (Year 4) to Year 5

There is close liaison between the Year 4 and Year 5 form teachers to ensure a smooth

transition from Year 4 to Year 5 in terms of the curriculum. Year 5 form teachers visit Little Stream at various times during the year to meet the children who will be moving to Upper School the following year the following year.

Year 5 teachers are provided with Year 4 curriculum summary information so that the work in Year 5 can build on that in Year 4. Year 5 form teachers are also provided with a range of assessment results to help them plan appropriate teaching and learning for each pupil. Much care is also put into the allocation of pupils to Year 5 classes.

In Year 5 there is a wider range of specialist teaching staff to deliver the curriculum. Although pupils in Year 5 are taught by a number of different subject teachers, they do, have a weekly form period with their form teacher. Little Steam pupils are able to have DT lessons in the Upper School DT rooms, and the Heads of History and RS accompany Little Stream children on outings. The Head of Computing teaches specialist lessons to both Upper School and Little Stream classes.

Pupils are taught in form-groups for all subjects except Maths, where there are 3 ability sets.

## SETTING IN UPPER SCHOOL

To help cater for the range of ability, we are able to set as follows

**Year 5** - Maths

**Year 6** - Maths, French

**Year 7** - English, Maths, French, Science Latin/Spanish/English Development

**Year 8** - In Year 8 we have a top set for those who are aiming to sit academic scholarships to senior schools and for those who we feel will benefit from a higher level of academic challenge.

Allocation to teaching sets in Year 8 is based on a pupil's performance in the Year 7 summer exams and autumn CAT tests, and teachers' judgement. They are set for English, Maths, Science and French.

Setting is flexible and is reviewed regularly.

## GENERAL CURRICULUM ASPECTS

### ASSEMBLIES & COLLECTIVE WORSHIP

The school provides a range of assemblies involving some whole-school assemblies, Tribe meetings, Year-Group meetings, and assemblies conducted by individual forms. These are all important adjuncts to the curriculum. Assemblies are frequently linked to the PSHCEE curriculum.

## **ASSESSMENT & REPORTING**

Assessment plays a very important part in informing future teaching and learning. The school has a comprehensive assessment policy outlining our testing and reporting procedures.

## **CONCERNS**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form teacher (or tutor in Y7 or 8), then, if necessary, the appropriate head of department (subject head in Upper School, or Assistant Head Academic), or the Head of Nash House or Head of Little Stream, depending on which section of the school the child is in.

## **CURRICULAR OUTINGS**

The school has an extensive programme of curricular visits, visiting speakers and workshops to support and enhance classroom teaching.

## **Teaching and Learning Forum Meeting**

The school's Teaching and Learning Forum, which meets once/twice a term, provides an important forum for the discussion of the whole school curriculum and recommendations regarding development, i.e. introducing new elements into the curriculum, reviewing time allocations per subject, new approaches to teaching, etc.

## **SUBJECT CO-ORDINATORS (Little Stream)**

Curriculum co-ordinators are responsible for a broad overview of their subject curriculum in Little Stream, and report to the Little Stream curriculum co-ordinator. The subject co-ordinators provide an important curriculum point of contact with subject heads in Upper School, and attend Upper School beginning-of-term subject meetings.

## **CURRICULUM INFORMATION**

Clear outlines of the curriculum followed in each section of the school are available on the school website and intranet, in the curriculum summaries, half-termly curriculum plans, schemes-of-work and subject-department handbooks. Hard copies of the curriculum information are available for parents in each section of the school. Throughout the year, there are consultation evenings when parents can discuss curricular issues and the progress of their child.

## **CURRICULUM SUMMARIES**

Summaries of the work planned for each year-group are posted on the school website and are updated as and when necessary, but at least annually.

## **DEPARTMENT HANDBOOKS**

Subject departments have comprehensive handbooks outlining their policies regarding a full range of curricular issues.

## **DEVELOPMENT PLAN**

Clear targets for the development of teaching, learning and educational facilities in each subject are outlined in the subject department development Plans, these feed into the Nash House, Little Stream and Upper School development plans and whole school strategic development plan. The school regards the SDP as a very important catalyst in terms of curriculum development.

## **DIFFERENTIATION**

A variety of differing teaching and learning methods and materials are used in all lessons to suit pupils' different needs. (For further details see the school's **Teaching and Learning Policy**.)

## **DISABILITIES**

In accordance with the statutory requirements ("Equality Act 2010", "SEN Code of Practice 2014" and the school's "SENDA" policy), the school aims to make the curriculum accessible for all pupils as far as is reasonably practicable. The school has a three-year Accessibility Plan which is available to parents on the school website.

## **EXTRA-CURRICULAR/CO CURRICULAR ACTIVITIES**

The school has a wide and varied programme of co-curricular activities that take place outside the formal curriculum. These are designed to enhance the studied curriculum. It is an expectation that pupils will take as full a part in this programme as possible. The Assistant Head Co-Curricular monitors pupil's co-curricular activity.

## **HIGH POTENTIAL LEARNERS (GIFTED & TALENTED PUPILS)**

Within the context of a 'growth mind-set', we place high importance on providing the right level of challenge for Able, Gifted and Talented pupils. Each department has identified such pupils, and there is a register of those pupils (part of the SEN register). Each department aims to cater for the particular level of ability through differentiated work.

## **COMPUTING**

ICT plays an important role in our pupils' education and is used to support subject content across the curriculum. Interactive whiteboards and SMART screens are in classrooms throughout the whole school site and there are excellent computer facilities in each section of the school. Nash House has interactive plasma screens and age-appropriate computer monitors. Computing lessons are taught in Years 1-8 with a Computing specialist teacher and there is a good range of programmable devices from Beebots to Micro:bits that fit in with the age of our learners. Pupils in Years 7 and 8 have iPads or laptops as learning-aids, and there are class sets of iPads available for pupils to use in Little Stream. The Computing curriculum is specifically designed to incorporate Digital Technologies(ICT), Computing and Online Safety. Pupils are empowered with the confidence to be both users and creators of technology. They are kept up-to-date with current trends and taught to be good cyber citizens.

## **LEARNING SUPPORT**

If a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her, the School will endeavour to make reasonable adjustments to meet the specific needs of the individual. The purpose of the School's approach to SEN is to raise the aspirations, attainment and expectations for all children and young people with SEN and to provide a focus on improving outcomes for children and young people.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by

qualified specialist staff. This may involve consultation with other professional bodies such as doctors and consultants. The provision for a pupil with a learning difficulty may depend on a pupil's need having been formally diagnosed, and the School will adopt a graduated response to the need of the child. Detailed records are kept, and there is close liaison with parents and pupils. Gifted children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities.

The **Special Educational Needs and Disability Code of Practice: 0-25 Years 2015** places a greater emphasis on individual subject teachers who now have increased responsibility for offering high quality differentiated teaching, identifying and supporting pupils with special needs, for setting clear and expected outcomes for academic and developmental targets and for planning and reviewing pupil provision and progress in collaboration with the whole school SENCO.

It is the responsibility of all subject and class teachers to monitor, assess, and inform the whole school SENCO if they have concerns. Ideally, children's needs should be identified as early as possible in their school career. When a child is in receipt of learning support, members of staff will be made aware of their learning profile and each child will have a written Pupil Care Plan detailing their provision. (For full details of policy and procedure please refer to the **Special Needs Policy and Department Handbook**.)

It is the belief of the School that all children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

**Our Curriculum** takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. **Where a pupil has an EHC plan, the school will endeavour to provide education which fulfils its requirements and is adapted to the pupils needs.**

All pupils who have been assessed and found to have specific learning difficulties are offered additional support. Where necessary this will be outside the classroom, usually in the form of shared support lessons, one to one teaching or these pupils have a pupil care plans (PCP) tailored to their specific needs. We also ensure that these pupils have full access to the school's curriculum.

### **LIBRARY RESEARCH/REFERENCE SKILLS**

We believe strongly in the importance of independent study and encourage departments to include research/reference skills assignments within their schemes of work. The Librarian offers specialist guidance and support, and a number of visiting authors throughout the year help to promote reading.

### **MONITORING AND REVIEW**

The Assistant Head Academic has overall responsibility for the curriculum in liaison with the heads of Nash House and Little Stream, and the Little Stream Curriculum Co-ordinator. The responsibility for the whole-school curriculum in subject areas lies with the Head of each Subject Department. This includes producing policies and monitoring the planning. The Head of Subject is assisted by the Assistant Head Academic who oversees the monitoring of the whole curriculum, ensuring that the aims of the school are being met.

## **PE AND GAMES**

In addition to PE and sports within the curriculum, the school provides a wide range of extra-curricular/co-curricular activities and clubs for the pupils. All pupils are expected to take part in the PE and Games programme. Pupils can be excused from PE and Games lessons only for medical reasons – in which case a note from a parent/guardian is required.

## **MUSIC**

In addition to their Music lessons within the curriculum, the pupils have the opportunity to join any of a wide range of music-groups in break-times and after school. Pupils perform in informal concerts and larger-scale school concerts throughout the year. We have a large number of visiting music teachers (VMTs) who offer private tuition on a wide range of musical instruments.

## **PSHCEE**

Pupils in Little Stream and Upper School have one timetabled lesson of PSHCEE per week (one lesson of Citizenship in Y8).

PSHCEE/SMSC plays an important part in the development of the pupils as well rounded and happy individuals. At Dulwich Prep Cranbrook it incorporates an element of study skills and moral issues. Although PSHCEE lessons are allocated a specific time slot on the time-table, we recognise that PSHCEE is very much a cross-curricular subject and valued in all areas of school life.

During PSHCEE time we encourage pupils to discuss issues that not only relate to themselves but also wider issues that will develop their knowledge and understanding of the world in which they live. We believe that PSHCEE should provide opportunities that will help the child gain a greater understanding of relationships, personal responsibility, consideration for other peoples' points of view and the confidence to make reasoned choices about their future; including living within British society and respecting its laws, distinguishing between right and wrong and respecting our public institutions.

Above all, we aim as a school through our curriculum to reflect the nature of the world in which we live. PSHCEE also supports the teaching of RS throughout Upper School and Little Stream as another important way of studying and understanding the world in which we live. These areas act as tools to develop resilience and tolerance and to promote a culture of respect, inclusivity and diversity in British Society.

We aim to provide within all our curriculum areas, including our extra-curricular activities that we develop in our children character attributes such as tolerance, patience, resilience and determination, as an effective preparation of pupils for the opportunities, responsibilities and experiences of life in a global British society.

The PSHCEE handbook outlines the approaches to and content of PSHCEE throughout the school. The iSpace Wellbeing programme Years 1-6 and #iWonder Years 7-8 provides core curriculum content for Mental Health and Wellbeing.

## **POLITICAL EDUCATION**

Pupils are given a broad general knowledge of public institutions and services in England, particularly in Citizenship lessons in Y8. Political issues may arise at any time in discussion - and in Citizenship lessons in particular - and are dealt with in a carefully-balanced manner. Political issues may be addressed in Assemblies.

## SMSC (Spiritual, Moral, Social, Cultural) Development of the pupils

### The School

- a) Actively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- b) Ensures that principles are actively promoted which 1) enable pupils to develop their self-knowledge, self-esteem and self-confidence; 2) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; 3) 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; 4) enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England; 5) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures; 6) encourage respect for other people, paying particular regard to the protected characteristics set out in the equality Act 2010; and 7) 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;
- c) Precludes the promotion of partisan political views in the teaching of any subject in the school; and
- d) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of the pupils – 1 while they are in attendance at the school, 2 – while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or 3 – in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.

The Education (Independent School Standards) (England) (Amendment) Regulations 2014

### OUTDOOR EDUCATION

This important and enriching part of the pupils' education is embedded in the curriculum throughout the school. It provides opportunities for developing independence, confidence and a range of skills including leadership in a variety of outdoor and offsite settings.

### PREPS

We believe very strongly in the importance and value of Prep. (Please see the school's Homework/Prep Policy.)

### RELIGIOUS EDUCATION

Religious Education is provided for all pupils, who are taught about other world religions

and the importance of respecting other cultural beliefs. (Parents do have the right to withdraw their children from religious education.) Rev Daniel Rutherford, Assistant Head Pastoral is the school chaplain.

### **SATURDAY MASTER CLASSES**

We provide several subject masterclasses on Saturday mornings throughout the year to provide Year 7 and year 8 pupils with extra support in those particular subjects. The masterclasses are optional.

### **SCHEMES OF WORK**

Subject heads are responsible for the effectiveness of their subject schemes, ensuring that they are appropriate in terms of content, are up to date, and are reviewed on an annual basis, with evidence of evaluation.

### **STAFF DEVELOPMENT**

We expect all staff to attend refresher courses to keep up to date in their subjects at least every two-three years. We also provide regular in-house training (generally at least twice a year). Staff training is a very important aspect of curriculum development.

### **SEX AND RELATIONSHIPS EDUCATION** as part of RSHE

Pupils are encouraged and guided by moral principles and taught to recognise the value of positive relationships and family life. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, and this is taught in Science lessons in Year 7 and Year 8. Parents may withdraw their children from any other part of the programme of sex and relationship education provided by the School.

All pupils in Year 5 to Year 8 have "Growing Up" talks which are usually delivered by the School Nurse supported by Assistant Head Welfare. The School may decide to seek the advice and services of other professionals to deliver 'Growing Up' talks to the pupils in any year group.

For further details, see the School's Relationships and Sex Education Policy, which complies with sections 34 and 35 of the children and Social Work Act 2017 has due regard for the government's statutory guidance in Relationship Education, Relationship and Sex Education and Health Education Guidance (Sept 2021).

### **STUDY SKILLS AND REVISION SKILLS**

Study skills are an integral part of all children's learning, as they help pupils to learn, and give them the tools to become independent, self-motivated learners. Pupils in Y5-8 are provided with guidance-notes on how to revise their learning-materials. Y5 pupils have a weekly timetabled study skills lesson.

**This curriculum policy is reviewed annually by the Assistant Head Academic who will report to the Headmaster on its implementation.**

**Closely linked to this Curriculum Policy are the following policies that should be read in conjunction with it**

Teaching and Learning Policy  
Assessment Policy

Foundation Stage Policy  
Special Educational Needs Policy  
SENDA Policy  
Subject Summaries and Handbooks  
Equal Opportunities Policy  
Homework/Prep Policy