



Curriculum Policy (Prep School)

Applies to	Prep School
Responsibility	Head of Prep School
Approving Body	Academic Committee
Date reviewed	Michaelmas 2025
Next Review	Michaelmas 2026

1. Introduction

The Head of the Prep School and the Academic Team are responsible for overseeing the curriculum and academics of the Prep School alongside the Head of Departments.

2. Purpose

The purpose of this policy is to outline the ethos and construction of the curriculum at Wells Cathedral Prep School and set out the roles and responsibilities of the staff involved.

3. Ethos

In the Prep School, we aim to build on the work from Pre-Prep's creative curriculum where the foundations of an inspiring and outstanding education are built. We provide a range of opportunities through academic subjects, the creative and performing arts, and sport so that our pupils really can 'become the best they can be.' Through these experiences, pupils begin to develop their likes and interests. Although not bound by the National Curriculum, it is used as a foundation for our curriculum mapping. Our staff use the objectives in the National Curriculum flexibly and develop planning that caters for the needs of our pupils, enhanced by additional opportunities and objectives that tie in with our holistic approach and aim to develop the whole pupil. The curriculum aims to ensure our pupils are suitably equipped for each stage of their educational journey and life beyond school.

Underpinning our ethos are the Wells values of CARE: Creativity, Aspiration, Responsibility and Endeavour. Through the wide-range of opportunities provided at WCS, pupils are encouraged and supported to become kind members of their communities who contribute positively to our ever-changing society.

At the heart of our teaching and daily interactions also lie our 'Learning Powers': curiosity, resilience, motivation, detective-skills, resourcefulness and risk-taking. These encourage the development of a love for learning and independence. Developing these interchangeable skills is essential in the real world and in any vocation or career that our pupils may choose later in life and we aim to prepare them for the future.

We also value the essential role that 'failure' plays in the learning process. While the idea of failing can seem scary, it helps pupils develop learning skills, boosts their sense of determination, and builds self-esteem. By teaching our pupils how to make, reflect on, learn from, and correct mistakes, we provide our pupils with the self-awareness that will enable them to become lifelong learners. Failure not only improves information recall but critical thinking, too. In essence, we believe that failure, with the correct understanding and support mechanisms in place, offers our pupils the opportunity to grow.

As the pupils transition from Pre-Prep, they continue to follow a creative, topic-based curriculum in lower KS2 and, as they progress through the Prep School, subjects become more defined and are taught by an increasing level of subject specialists. This prepares the pupils well for the transition to Year 7.

At all times, the well-being and happiness of our pupils is at the forefront of what we do as educators.

Key objectives:

The Wells Cathedral Prep School curriculum should:

- Develop a genuine love of learning and an actively inquiring outlook
- Develop a disciplined approach to learning which enables them to increase their knowledge and develop a broad range of skills that will prepare them for the next step in their futures.
- Be stretched by what they learn to achieve the best that they are able
- Become confident, creative, and adaptable citizens, able to develop the resilience required to cope with both success and failure
- Develop the necessary communication skills to express their views in written, oral and practical ways
- Understand and learn from other cultures and societies, taking their place in a global society
- Develop academic and musical specialisms for some pupils within the framework of a broad and balanced curriculum

Learning Powers

These are introduced at Key Stage 1 and run throughout the School. They are applied throughout teaching and learning. The pupils plan their targets for the following term based on the criteria and are awarded their effort and application grades in accordance with the learning powers that they demonstrate in class.

4. Implementation

Planning

The most effective teaching and learning will take place within a structure of careful planning and preparation. In addition to this it is also important to recognise the importance of spontaneity and creativity, responding to pupils' interests and in relation to real world events.

Long Term Planning - Schemes of work

The Head of Departments and subject coordinators plan a long term scheme of work which should show progression and continuity across Key Stage 2. The topic outlines are included in a curriculum map for the foundation subjects and an objectives map for the core subjects of Maths and English (which are taught daily). Head of departments will choose whether to follow a specific published scheme or whether they adapt and create a personalised scheme for the School. The intentions and details are all included in the individual subject policies.

Medium Term Planning

The coordinators for each subject, along with those teaching the subjects, will then create a more detailed Medium Term plan following the School's agreed format, which may be adapted slightly for each subject. Shortcuts to these plans are then stored in a central location for all staff to access. Medium term plans should take into account the different learning needs and styles of the pupils and reflect the individual subject policies as well as the Spiritual, Moral, Social and Cultural Education Policy, SEND, Able, Gifted and Talented and EAL Policies. Medium term plans should also include differentiation in the form of the **MUST**, **SHOULD**, **COULD** outcomes/activities (which are used across all subjects) as well as links to resources.

Short Term Planning

Short term plans may differ for each member of staff and subject and could take the form of simple notes within a teachers planner or more detailed individual lesson plans, taken from the medium term planning. This is very personal to the teaching staff and allows the staff to take ownership of their teaching and lesson and must be flexible in order to respond to the needs of the pupils at the time.

5. Resources

It is the responsibility of the teachers to ensure:

- That there is a range of appropriate, accessible and labelled resources available, from which pupils may choose to use.
- Pupils know where resources are kept and the rules about their access.
- Pupils are aware of the rules relating to safety and privacy
- Pupils are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Teachers are encouraged to plan their resources well in advance to maximise their chances of acquiring what they need.
- Pupils and teachers act together in establishing an attractive, welcoming and well-organised learning environment,
- Pupils are encouraged to respect, care for and value resources
- Resources are safe to use, well maintained and in sound working order
- Some resources are stored centrally and are the responsibility of the subject teachers or Subject Coordinators.

6. Prep/Homework

See separate prep policy.

7. Rewards/Recognition

All pupils will have an equal opportunity for their progress and achievement to be recognised. We adhere to the view that pupils achieve more through praise and reward than through sanctions and so all staff (teachers, teaching assistants, GAP assistants, visitors etc) should make use of the School's rewards in order to encourage and develop happy children who are able to learn. However, the School's Behaviour Policy should also be followed if pupils are disrupting the progress and learning for themselves or other pupils

8. Progression, Assessment and Monitoring

Overview:

The Head of the Prep School and Academic Team will take the lead in developing policies and academic review in order for continuity and progression to take place. They will plan ahead of time for the key academic areas of the curriculum structure and this will be shared with staff in the academic overview. Alongside the Head of Departments they will review and develop schemes of work, subject developments and review pupil progress.

Pupil Progress

Pupil progress is monitored through teacher observation and formative assessment as well as the standardised assessments at regular points throughout the year, as planned in the Assessment Policy. These are arranged by the Academic Team and records are kept of attainment scores and progress for discussion at pupil progress meetings.

During pupil progress meetings, the Academic team, SENCO and subject teachers will review pupils' progress, identifying those who have not made the expected progress and highlighting those who have made significant progress. They will consider if any interventions or additional support is needed or could be removed and, alongside the Form Tutor, will contact parents to discuss any changes to a pupil's provision.

Feedback to pupils

Feedback to pupils is an essential part of progress, development and in encouraging pupils to take ownership of their own learning. Marking and feedback should follow the School's Feedback and Marking Policy.

Feedback to parents

Contact with parents regarding pupil progress and attainment will take place as outlined in the Reporting Policy. However, there may be times where additional meetings are arranged in order to support pupils with their progress by subject teachers, form tutors or the SENCO.

Staff Meetings

Staff meetings will be planned in advance to allow for updates and initiatives to be shared with all staff and to ensure all those who need to be present can be. At times, additional meetings may be held for subject specific changes or developments. These may take place during the Wednesday morning assembly time.

Subject Development Plans

Each year the Head of Department will review planning and adapt or edit plans accordingly. They will also create a subject development plan which is shared with the Head of Prep School and may form part of the whole school development plan. These are stored in the shared area.

9. Roles

Teachers:

Teachers should have pupil-centred learning at the heart of everything they do by:

- Providing a challenging, exciting and stimulating programme of study to enable all pupils to acquire new knowledge, understanding and skills and achieve for them the best that they can do.
- Being fully aware of pupil's prior attainments and planning for different needs according to their age and aptitude.
- Ensure that learning is continuous, progressive and in line with their ability
- Ensure that they are good role models
- Manage time effectively
- Use assessment data to inform planning and teaching
- Planning the effective use of resources, enrichment activities and learning outside of the classroom.
- Maintain up to date knowledge of the subjects they are teaching and educational matters.
- Be positive about change and the development of own expertise
- Prepare pupils for responsibilities, opportunities and experiences of adult life
- Work collaboratively, with a shared ethos, developing cross curricular links where possible and relevant.
- Achieve a sense of fulfilment.

Pupils:

Pupils will learn and in order to maximise this opportunity they must:

- Attend school in good health maintained by adequate rest, exercise and nutrition,
- Attend school regularly, taking holiday outside of term time.
- Be punctual and ready to begin lessons on time
- Be organised, bringing the required equipment they need.

- Conduct themselves in an orderly manner, with consideration for others, following the School's code of conduct.
- Take increasing responsibility for their own learning, applying the learning powers with greater confidence and independence.

Parents:

Parents and carers have primary responsibility for their children so in supporting them to achieve at school they must:

- Ensure their children attend school in good health, regularly and punctually
- Provide support for the discipline within the School and the teacher's role.
- Be realistic about their child's abilities, offering encouragement and praise
- Participate in discussions about their child's learning, progress and achievements.
- Ensure early contact with the School to discuss matters which affect their child's happiness, progression and achievements.
- Give due support to hearing reading, assisting with spelling and times tables practice and supporting completion of prep.

All details for parents are available in the parents handbook.

10. Practical arrangements

Timetable

In liaison with the Head of the Prep School, Director of Studies (with responsibility for cover and the timetable) plans the two week timetable for Years 3 to 6 and any sessions where specialist teachers are involved with the Pre-Prep pupils. This involves a form time and reflection time most days with the form tutor and then 50 minute lessons for the subjects. English and maths are taught every day in Years 3-6.

In Years 5-6, science is taught three times a week, history, geography and PSHE once a week, and some subjects are taught once a fortnight within the two week timetable.

In Years 3 and 4, humanities and science are taught as a topic lesson (x4.5 a week) whereas Year 5 and 6 are taught the individual subjects, often by the subject specialist teachers with cross curricular links where possible. Music Technology is introduced in Year 5 and 6 and Year 3 and 4 continue Forest School with the trained Pre-Prep Staff.

Specialist teachers teach art, drama, music and sport in all Key Stage 2 classes.

Music Lessons

Individual music lessons take place throughout the day and pupils are taken from their usual timetable by a Graduate Music Assistant (GMA) to attend these. Music lessons can be between 20 and 50 minutes in length depending on parental request. Choristers and

specialist musicians are also given practice times during the week, usually in period 4 of each day. They may choose to go on a daily basis or a few a week depending on the number of instruments they play. By running a two week timetable, we hope that these pupils will not miss the same subject each week.

London Academy of Music and Dramatic Art (LAMDA)

LAMDA speech and drama lessons are available for Prep School pupils, and also those in Years 1 and 2. Groups of four pupils have a 30 minute lesson and, similar to individual music lessons, these are organised by running a two week timetable.

Cover

When staff are absent, a cover teacher will be arranged by the cover coordinator. They will usually use onsite staff that already know the pupils and will follow the plans left by the usual teacher. At times, supply staff may need to be called in but plans will be left by the usual teacher to ensure continuity of the curriculum.

Events and Changes

At times events, visits or trips may affect the usual timetable. In these cases the core subjects are protected as much as possible and there may be timetable changes within the day or week to accommodate this. Staff should monitor their taught lessons and let the cover coordinator know if they have missed a session on a regular basis or feel they are dropping behind with a group and timetable changes may take place to accommodate this. In the lead up to a performance, classes may have additional music, drama and dance sessions in preparation for a performance and adjustments may be made after the performance to catch back any time lost in other subject areas.

Remote Learning

At times where on-site school provision is prevented for any significant amount of time, the School will take steps to ensure that remote learning is facilitated for all pupils. This will align to our existing permanent provision of using Google Classroom, and may also include video link lessons where appropriate.

Other Related Policies:

- Individual Subject Policies
- Marking and Feedback Policy
- Assessment Policy
- Reporting Policy
- Learning Support and SEND policy
- Able, Gifted and Talented Policy
- Spiritual, Moral, Social and Cultural development (SMSC) Policy