



CRICKLADE MANOR PREP SCHOOL & NURSERY

Curriculum Policy

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	09/19	07/20	<i>CAB</i>
Yes (including EYFS)	09/20	09/22	<i>CAB</i>
Yes (including EYFS)	09/22	09/23	<i>CAB</i>

Year	Amendments
2022	Explanation of Lower and Upper Prep topic based curriculum, addition of Drama, Changes to SENDCo, length of lesson allocation, inclusion of TEAMs as communication, EYFS framework 2021 changes reflected and use of Tapestry

1. Cricklade Manor Prep Curriculum Statement of Intent

Our aim is to engender a love of learning through an exciting, engaging and relevant curriculum, providing every pupil with the opportunity, the confidence and the support to achieve amazing things.

At Cricklade Manor Prep the curriculum is designed to: build on the pupil's prior learning, allow the children to develop interpersonal skills, develop their initiative and resilience to become independent, creative and critical thinkers.

The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. All pupils acquire speaking, listening, literacy and numeracy skills.

Our curriculum does not undermine the Fundamental British Values.

Every pupil is recognised as a unique individual. We celebrate and welcome differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond our school. We provide enrichment opportunities to engage learning.

The curriculum considers the age, aptitudes and needs of all pupils, including those with special educational needs and the most able.

We want pupils to realise their full potential. By providing opportunities for all pupils to succeed through appropriate level of challenges our pupils leave us as confident individuals who are able to use their initiative to develop their own learning. Where ever possible we endeavour to build cross curricular links.

We use the Cricklade Manor Prep's Language for Learning (Challenge, Motivate and Prepare) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

The programme of activities for our under 5's is appropriate to the children's educational needs in relation to their personal, social, emotional and physical development, communication and language skills.

Pupils leave Cricklade Manor Prep prepared for senior school as lifelong learners and enthusiastic about learning.

2. Our Approach

Introduction

This Policy applies to the entire school including the EYFS.

It should be read alongside the EYFS Policy, SEND Policy, Feedback and Marking Policy EAL Policy, GATi Policy and Individual subject Curriculums.

Our Vision

Cricklade Manor Prep enables children to realise their full potential. By providing opportunities for all to succeed, children leave us as confident individuals, well prepared for their progression to senior schools of their choice. We inspire all our pupils to become lifelong learners, responsible global citizens and the very best that they can be.

Our Values

Our values are expressed through our Language of Learning:

Challenge

Motivate

Prepare

Challenge: pupils develop their **initiative** and **resilience** to accept new challenges allowing them to build high levels of **skills, knowledge** and **understanding**.

Motivate: pupils are **enthusiastic** about learning and **contribute** to the school. They grow in **independence** and develop **self-discipline** and **decision-making skills** in a **safe environment**.

Prepare: pupils develop their **confidence** and **responsibility** whilst being **respectful** and **kind**. They can **communicate** effectively, **collaborate** with others and show **leadership** in their learning and in preparation for senior school.

3. Our Aims

Cricklade Manor Prep aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence and capability to fulfil their potential.

In order to deliver this overall aim, we will:

Provide a safe and happy environment for all our pupils, staff, parents and visitors.

- We will ensure that all members of our school community are committed to safeguarding the children in our care, and we will constantly monitor, evaluate and seek opportunities to improve the security and safety of our site.
- We will encourage a strong sense of unity in our diverse community and provide a **safe environment** in which our pupils feel **happy**, comfortable, have the opportunity to learn, play and build friendships across year groups, and in which parents are welcome and actively involved in school life.
- We will provide a strong pastoral system, led by our Form Tutors, in which our children take pride in caring for each other and the school community as a whole.

Expect and reward good manners, responsible behaviour and a positive attitude in all our pupils.

- We will maintain a clear and fair system for managing our pupils' conduct, reward **kind** and positive behaviour and ensure that rules and consequences are well understood and consistently applied.
- We will take every opportunity to reinforce the good manners and **respectful** attitude we expect from our pupils and give our eldest pupils positions of **responsibility** through which they can be role models.
- We will promote a culture where children, through natural **enthusiasm**, **contribute** to the school and develop **decision making skills** which are used to contribute to the school's development.

Engender a love of learning in every pupil through an exciting, engaging and relevant curriculum.

- We will develop and deliver a curriculum which is exciting, challenging and relevant, encompassing enrichment days, an integrated use of technology in the classroom and actively create opportunities for children to learn across subjects and year groups.
- We will recruit and retain teachers with a real passion for their subjects, provide them with support and training to continuously enhance their practice, and ensure they have the resources and equipment necessary to engage their classes and develop **independent** learners.

Provide every pupil with the opportunity, the confidence and the support to achieve amazing things.

- We will provide **opportunities** for all our pupils to excel, through the curriculum, sports, creative arts and through a broad range of extra-curricular activities, and support them to achieve their goals.

- We will build our pupils' **confidence** in the classroom, on the sports pitch, on stage and in the playground, encouraging them to use their **initiative**, build **skills, knowledge** and **understanding** and to recognise the value of learning from mistakes.

Prepare children for life after Cricklade Manor Prep.

- We will maintain close links with independent, state and grammar senior schools and help parents to identify and secure entry to the most appropriate senior school for their child, tailoring our support to the specific requirements of each child.
- We will develop children's ability to work both independently and **collaboratively**, showing **self-discipline, communication** and **leadership** skills to prepare them for life in the wider world.
- We will ensure our Year 6 leavers are confident, **resilient**, well prepared and excited about taking the next step into senior school.

Overall we aim to:

- Provide every child with the highest quality educational framework and the opportunities to realise his or her full individual potential - academic, physical, creative and spiritual.
- Develop sound work habits and attitudes to learning, whilst preparing pupils thoroughly for examinations for senior independent schools.
- Provide a curriculum that is fun, inclusive, creative and striving for excellence in all areas.

4. THE CURRICULUM AT CRICKLADE MANOR PREP

Preparing for the 21st Century

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

Pupils build the learning power, language to express it and study skills they need to work towards articulating this learning, using a variety of learning techniques, such as resourcing and mind-mapping to build independence and be in a position to bring knowledge to problem-solving as preparation prior to the lesson. Well-established planning and homework habits, working at the best pace for them, participating, presenting their work and behaving appropriately, proof-reading for accuracy, persevering, learning through feedback and responding to next steps marking take the pupils forward and build best work ethic.

Children develop core skills through socialization, learning the values, attitudes, and actions through interactions with others. Because socialization and relationship-building are a critical part of life on our society, Cricklade Manor incorporates the core skill development into the school day. By adding this important element to instructional plans and classroom expectations, all staff help prepare students for success after leaving school. Modelling of the societal norms are done by all the staff in the school, from greeting the children in morning, to a handshake at the end of the day. The children learn to replicate this behaviour by stopping to give eye contact and greeting another person. Children are expected to line quietly before entering the school and holding doors open are encouraged as part of good manners. The school's aims include many of the core skills: communication, responsibility, teamwork and high behaviour standards (please refer to Behaviour expectations guide). In addition, flexibility and courtesy are also encouraged within the classroom and on the school site. By giving children long-term, problem-based projects that must be completed within parameters and interim deadlines as they see fit. These activities will encourage them to be organized and focused, to problem-solve and self-monitor. Requiring children to be respectful and courteous to each other in class and when collaborating with others online. This is explicitly discussed in the Talking Partners guidelines with the children. By taking the children on visits and trips they have to apply these core skills to life outside of school.

Through a personal, social and health wellbeing programme as well as linguistic, mathematical, scientific, technological, human and social, economic and entrepreneurial, physical and aesthetic and creative education and cross-curricular initiatives such as STEM projects that bring aspects of the curriculum together, we are preparing children for the world they live in and will live in. They will have begun their preparation for the world of work and their responsibility as global citizens.

The curriculum and inclusion

Cricklade Manor Prep supports all children with a variety of different needs including SEND and Gifted and Talented. Cricklade Manor Prep is fully committed ensuring that all pupils are welcome and no differentiation is made on race, colour, nationality, gender, sexual orientation except for educational and pastoral needs.

The concept of protected characteristics is discussed with the children. The ideas are



discussed in an age appropriate manner, that no one should be discriminated against for any reason. However, CMP goes further than not discriminating, instead it chooses to celebrate the children's differences. Sports, Art, Music awards in addition to academic prize are awarded termly. Anti - Bullying Day encouraged children to dress in some one that celebrated themselves. Festivals from different cultures are incorporated into the year. Pupils will not be discriminated

against when being offered a place based on the protected characteristics.

The school is very multicultural and this aspect of the school is celebrated and children are encouraged to discuss and value their differences.

Wellbeing and Pastoral Care

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHEE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listening to children are key to pupil wellbeing. PE and sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundamental to their academic success and personal development. Whilst there are independent systems in place to support the pastoral care of the children at Cricklade Manor School, a unique feature of the curriculum in how elements of pastoral are built into the academic curriculum. As a school we believe that a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners.

Cricklade Manor Prep Curriculum

At Cricklade we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. The focus in the school is on Learning Outcomes **based on Age Related Expectations** and all academic planning and policies begin with the concept of how does this impact the Learning Outcomes for children and then we develop how to deliver this. We believe that out of school activities are important in creating a stimulating and motivating learning environment.

In Early Years we follow the principles embodied by the seven areas of learning and development. Throughout the Early Years we aim to cover and extend the experience of the children beyond the Early Years Foundation Curriculum.

- 1 The 3 Prime Areas of Learning:
 - communication and language;
 - physical development;
 - personal, social and emotional development.
- 2 The 4 Specific Areas of Learning:
 - literacy;
 - mathematics;
 - understanding the world;
 - expressive arts and design.
- 3 Characteristics of Effective learning:
 - playing and exploring;
 - active learning;
 - creating and thinking critically.

Specialist teaching is very important to build and develop passion of learning and many of the non-core lessons are delivered by specialist teachers, including PE, Games, Music, Art and French.

In the Pre-Prep Department, the curriculum follows a topic overview plan, where planning is based around a main theme, inspired by children's interests. Within each topic, enquiry-based learning is planned, which may encompass in a special event topic such as a performance, display, trip, short presentations or assembly, dependent on the nature of the topic.

The Lower Prep Department (Year 3 and 4) curriculum is predominately topic based, and whilst specialist teaching becomes more common as the children move up through the school, Humanities, STEAM and Art are all underpinned by the topic title for the term.

The Upper Prep Department (Year 5 and 6) curriculum is subject based, and as the specialist teaching becomes more common as the children move up through the school, with all the Year 5 and 6 lessons being taught by subject specialist teachers.

Organisation and planning of the Curriculum: We plan our curriculum in two phases. We agree a long-term plan for each key stage based on the Age Related Expectations for each subject. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We deliver an enriched programme of study based upon the National Curriculum guidance.

We use these to set out the **learning outcomes** for each session, and to identify what resources and activities we are going to use in the lesson. Included on the cover sheet of each MTP is a list of children that have been identified as EAL, SENd or GATi in the different subjects. After each week there is the opportunity for the teacher evaluate the lesson and ascertain if the children are making progress.

All subjects are supported by LTP and ARE's and planning to ensure their differentiated delivery to the pupil. The needs of each pupil are supported through teaching to a variety of learning styles, namely visual, auditory and kinaesthetic. The curriculum and planning is adapted to the needs of each individual child, including those with special needs, those with EHC plans, the most able and those who have English as an additional language.

The school is fully committed to the principle of equal opportunities. It is essentially in this spirit we welcome those of all abilities, race, colour, nationalities and gender to Cricklade Manor. Whilst within the curriculum children are only differentiated according to their educational needs, there is an understanding that children may access or absorb the information in a unique way depending on their experiences.

Core Subjects

English: Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading and discussion pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils develop competence in communication (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning.

Mathematics: Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop competence in Mathematics, and learn to apply these skills, particularly involving number, space, shape and data handling to other areas of learning.

Science: Science is vital to the world's future prosperity and continues to change lives. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of

excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are encouraged to consider how they might make a difference and solve some of the world's greatest challenges one day by using their knowledge, creativity and thinking skills to think outside the box.

The Technologies

Computer Science, Engineering and cross-curricular Science, Technology, Engineering and Mathematics (STEAM) projects: Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning.

The Wider World

Global Citizenship: As global citizens, our pupils will develop a sense of themselves by participating in cosmopolitan democracy and discovering how they can contribute to building a better world. They are encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities. Our school is at the very centre of our community and plays an important part in fostering a stronger community spirit in the locality. As well as the local community, we want our pupils to understand that they are part of the national and global communities. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

As a school we value the pupils' voice and there are opportunities with the curriculum for them to demonstrate their opinions from self and peer assessment, voting for school council members, choosing charities and determining how money is spent. Further information on pupil voice is included in the section on Pupil Voice.

Social, moral, spiritual and cultural education: Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects of experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Global Citizenship promotes an understanding of different religions, traditions and cultures and encourages respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of what living alongside different

religions and cultures is promoted through having relevant and topical discussions in any discipline.

Modern Foreign Languages: As part of our mission for all to be conscientious and informed citizens, the children will study at one foreign language, French. The knowledge of another's language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two languages, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils' critical, analytical and writing skills.

The Humanities: Understanding how people, their actions and the environment have influenced and continue to influence society is the basis of the Humanities curriculum. Gaining a coherent knowledge and understanding of Britain's past and that of the wider world, history should inspire pupils' curiosity to know more about the past. Through studying History, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The curriculum extends to such initiatives as Forest School and Cricklade Activity Programme.

Entrepreneurial and economic literacy: Through a variety of means, pupils will be given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

Enrichment and the Co-Curriculum: Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

Expressive and Creative Arts

The Expressive and Creative Arts are central to our curriculum. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

Art and Design: Our outstanding Art provision not only inspires passion but also engages with mindfulness attributes which they can use across the curriculum. They develop a range of skills from mark making to sculpture whilst appreciating ancient and modern cultures and the artists associated with them. Developing a sketch book is a personal resource which is encouraged and developed throughout the years and displays a visual diary of knowledge and understanding. Projects are often cross curricular and modified annually to the needs of the children. Pupils' work is extensively displayed across the school in classrooms and public areas including outdoor environments.

Drama: Pupils develop competence in communication (speaking and listening), and learn to apply these skills to other areas of learning. Drama focuses particularly on developing listening and speaking and performing skills. The all-inclusive ethos of Drama ensures all children have the opportunity to perform on stage in front of audience once a year in their class assembly and during their play. Other opportunities include Harvest festival, Christmas concert and the Verse Speaking Competitions.

Inviting parents and other members of our broader community widens the children's horizons.

Music: The unique Music room creates a space where children can explore and develop a relationship with music and sound. An all inclusive approach to the subject ensures that all children can appreciate and participate in learning outcomes. There is a spirituality that is shared amongst the children when singing together as group and links into our SMSCC policy. Singing and performing in front others develops resilience and confidence in children. There is at least one opportunity a term for each child to perform in a public forum.

These include:

- Class Assemblies;
- Music Concerts;
- School Plays
- Harvest Festival;
- Christmas Carol Concert

Inviting parents and other members of our broader community widens the children's horizons.

Preparing for the World of Work

Pupils learn to adapt to each next stage of their education as they progress from the Early Years, through KS1 and KS2, succeeding in key progress markers and/or exams. They are prepared for examinations for entry into a wide range of senior schools. They learn how to work for goals, manage and even thrive under pressure. They are invited to take advantage of leadership, enterprise and service opportunities and grow in experience and character as a result.

Leadership: All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise. **There is a dedicated programme for Year 6 to support the children in their preparation for secondary school.**

5. Organisation of the Curriculum

Teaching

Cricklade Manor Prep encourages a balanced range of styles and methods, and their choice will form an important part of our curriculum. We believe that different teaching styles and methods can only create an atmosphere of stimulation and purpose. The lesson length makes for comparatively few pupil movements in any morning or afternoon and provides a more settled structure to the day. It is, however, important that the time is well used. The form-teaching structure used for most subjects enables some flexibility even within the **50 minute** period framework; a topic which is going particularly well, might over-run. Such flexibility, however, must not mean that the pattern of subject sessions as timetabled is abandoned.

Teaching Standards : We expect a high standard of teaching and a thoroughly professional approach to all aspects of education. Good class discipline is expected and careful management of groups ensures that all pupils, regardless their ability, are fully included and that objectives are clear to all.

Flexibility in method and approach is inherent in all teaching with a willingness to adopt techniques best suited to the task at hand or a particular teaching group. Pupils must always perceive themselves to be active participants in the process of learning.

The school provides a variety of resources, a range of textbooks and interactive whiteboard software materials and class sets of Ipads, and members of staff are encouraged to use them. Interactive whiteboards are located in every classroom. These resources are all valuable aids to learning if used with discretion and always introduced within the context of a lesson in which their content is introduced, explained and followed up by questions and discussion.

Inclusion: In any one class, whether form based or ability set, there are differences between pupils. Each absorbs and understands the work and concepts in their unique way

and at their own speed. By differentiating and supporting all children each teacher inspires each child successfully. In addition, the support of a Teaching Assistant is available for those children who need additional support. The allocation of Teaching Assistants is coordinated by the SENDCo.

Lesson Planning Process

Long Term: Age Related Expectations, Subject Policy and Long Term Plan: These set out the learning outcomes for the pupils and are vital in ensuring that all aspects are covered in ways that promote continuity and progression. Drawing up the Long Term Plan is the responsibility of the **Subject Leader** and should include:

1. All topics to be covered through the year.
2. The areas of knowledge, skills and understanding to be taught.
3. Dividing the topics into units of work and providing a time allocation for each unit of work.

Medium Term: The Outlines of Work for the Term : These are the responsibility of the Subject teacher in conjunction with the Subject Leader. Colleagues may choose to alter the teaching sequence or the suggested teaching activities, but the learning objectives within the unit must be taught over the course of the term. The medium term plans should include:

1. The learning outcomes to be covered during the term, referring to the Age Related Expectations and Long Term Plan.
2. Possible activities which could be planned to deliver the objectives.
4. Suggested assessment tasks or questions as appropriate.
5. Resources that could be used.
6. Suggestions of suitable curriculum enhancement activities.
7. Differentiation for SENd and GATi
8. How the Language for Learning is implemented
9. Links to FBV, SMSCC and PSHEE

The medium term plans are detailed and are updated every term. They include starters and plenaries in the planning. They are kept up to date (annotated after each lesson where necessary) and made available, on request, to the Subject Leader, members of the SLT or Wishford Board.

Staff and Responsibilities

The Headteacher is responsible to the Proprietor for:

- Implementing the school's principles and aims;
- Defining the principles and aims of the whole school curriculum and ensuring the implementation of such a curriculum;
- Staffing levels and ensuring appropriate CPD is provided;
- Lesson allocation amongst the teaching staff;
- Delegating responsibility to individual staff members for individual areas of the curriculum (The Director of Teaching and Learning and Subject Leaders)
- Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained.

The Deputy Head is responsible to the Headteacher for:

- Creating the whole school timetable after consultation with the Headteacher;
- Arranging cover for absent colleagues;
- Overseeing the induction of new teachers;
- Creating the termly calendar.
- Organising parents' evenings
- Overseeing the INSET programme

The Director of Teaching and Learning is responsible to the Headteacher for:

- Ensuring the whole-school Assessment Policy is followed by all staff and that our assessment system accurately reflects the abilities and progress of the children;
- Monitoring the quality of lessons alongside the Leadership Team and ensuring the best possible practice from all teachers;
- Ensuring that the Age Related Expectations, Long, Medium term plans are created to a high standard, are relevant and that lessons are effectively differentiated;
- Monitoring that our assessment system accurately reflects the abilities and progress of the children;
- Ensuring that Curriculum Maps and 'Welcome Letters' are completed and sent to parents each term.
- Providing teaching and learning InSeT for staff
- Working with SENdCo to ensure the curriculum meets the needs of all pupils
- Supporting the Subject Leaders to ensure they are able to carry out their role
- Overseeing the reporting procedure and format for the school

Heads of Subjects are responsible to the Headteacher for:

- provide a strategic lead and direction for each subject;
- Ensuring the Age Related Expectations are appropriate and in line with DfE guidance in their subject area and ensuring curriculum coverage, continuity and progression for all pupils, including those of high ability and those with special educational needs. To evaluate and update relevant documents annually;
- To monitor the planning for their subject and report their findings to the Senior Leadership Team;
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- support and advise colleagues on issues related to each subject;
- Ensuring compliance with the whole school Assessment Policy and Policy for Reporting to Parents;
- Holding departmental meetings to evaluate the teaching of the subject in the school; carrying out a sampling of existing strengths and weaknesses in planning and work carrying out observations of teaching in their subject area and using this analysis to guide further improvement in the quality of teaching and learning. They should complete an audit which should include the quality of resources, planning and teaching, drawing up subject targets for their subject area.
- Organising and co-ordinating the deployment of learning resources and establishing resource needs with the Director of Teaching and Learning;

- Monitoring their own professional development and others who teach the subject.

The school gives Subject Leaders support, so that they can carry out their duties. It is the role of each Subject Leaders to keep up to date with developments in their subjects, at both national and local level. This development planning links to whole-school objectives. Each Subject Leader reviews curriculum plans, ensures that there is full coverage of the ARE's by working alongside subject teachers, and sees that progression is planned into MTP's and LTP's.

Teaching Staff are responsible to the Headteacher and must:

- Have due regard for the education of all the pupils in the school in accordance with the school's aims;
- Share in the corporate responsibility for the well-being, discipline and pastoral care of all the children in the school;
- Plan lessons effectively in accordance with the Medium Term Plans and the Age Related Expectations and reflect pupils' individual needs
- Keep up to date with marking and assessments, record keeping and reporting;
- Take part in school life fully;
- Abide by the terms of their job description and Staff Code of Conduct.

Monitoring and review

The Head and team are responsible for monitoring the way the school curriculum is delivered. This is reported on by the subject leaders. This is overseen by the Wishford Executive through the Director of Strategy and Education.

The Director of Education and Compliance oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director of Education and Compliance also liaises with the SEND coordinator, and monitors the ways in which special needs are addressed.

The Deputy Head is responsible for the day-to-day organisation of the curriculum. The Director of Teaching and Learning has oversight of the MTP for all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

The Senior Leadership Team and Subject Leaders monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used and managed and advise on what is needed.

Induction of New Staff

A procedure is established for the induction of new staff. This is overseen by the Deputy Head. This induction covers Safeguarding, school procedures and training in the ethos of the School. Each new member of staff works through Staff Induction Handbook, which give an overview of how the school operates on a day-to-day basis, as well as the relevant school and subject policies

6. Communication

Staff Meetings and Information

Staff meetings are held weekly on Thursday after school.

Senior Leadership Meetings are held once a week and include Headmaster, Deputy Head, Director of Pastoral Care, Director of Teaching and Learning, Head of Pre-Prep and School Business Manager

Senior Management Meetings are held once a week and include Deputy Head, Director of Pastoral Care, Director of Teaching and Learning, Head of Pre-Prep, School Business Manager, Estates Manager, Marketing Manager and Admissions

Day to Day communications occur through Microsoft TEAMS, emails and SharePoint.

INSET Training

Inset is identified through:

- School development planning
- Staff CPD questionnaires
- Subject reviews and targets
- Appraisal procedures

School INSET training takes place prior to the first day of term and deals with both curriculum and pastoral matters. Other training occurs throughout the year as relevant courses become available. INSET provides a vehicle through which skills and information learnt externally are passed on to the staff.

Communication with Parents

At Cricklade Manor Prep we strongly believe that parents should be involved in their child's education. We encourage the partnership between the parents and the school through the following procedures:

- Formal Parents' Evenings (Autumn and Spring Terms)
- Formal school reports sent to parents once a year (end Summer Term)
- Termly Report Cards
- Individual meetings between a teacher and a parent made by appointment;
- Email communication;
- Weekly newsletter from the Headmaster;
- Reading Records for regular, daily contact.
- TEAMS for Prep children

The school expects parents to take an interest in their child's work (homework as well as class work). We emphasise the importance of private reading and hope parents encourage the children to read at home. The school reserves the right to contact parents at any time if there are concerns with a child's progress.

In order for parents to engage with enthusiasm and knowledge in their children's learning, we support them with information based on:

- being safe on and offline
- wellbeing
- reading methods
- workshops

- how best to support their children's independence and
- planning and preparing the next stage of their child's education

7. Timetabling

Timetabling is the responsibility of the Deputy Head, following lesson allocation details being confirmed by the Headmaster.

Pupils: Pupils are placed in mixed ability form groups. Cricklade Manor caters for boys and girls between 2-11 years of age.

The average form group is: 16 in Reception and up to 20 in Years 1-6.

Early Years classes (Nursery) adhere to the required ratios as set out in Section 3 of the EYFS Statutory Framework (March 2014).

Teaching is generally carried out by the Form Tutor, although as the children move through the school an increasing number of subjects are taught by subject-specialist teachers. By Years 5 and 6, almost all subjects are taught by subject-specialist teachers.

Setting

We do not currently set pupils according to academic ability except in Year 5 and 6 for Maths and English.

It is our view that we can address pupils' individual needs in a more constructive and efficient way through small class sizes and the use of effective in-class differentiation and small-group or 1:1 extension or support where necessary.

Lesson allocation: Wherever possible care is taken to timetable English and Mathematics for the morning sessions.

Lessons are 50 minutes whereas the afternoon lessons are 50 minutes long.

CPD sessions are 30 minutes.

Learning Support: (further detail in the SENd Policy)

Cricklade Manor is fully committed to catering for all abilities. All subjects are taught in form groups or year groups, which are mixed ability sets. When a child's progress falls outside the expected range, our assessment process looks at a range of factors - classroom organisation, resources, teaching style, forms of differentiation - so that additional or different actions can be taken to enable the child in question to learn more effectively. The Learning Support provision is co-ordinated by Miss Barrett, the SENdCo, and we have a team of Teaching Assistants to support the children.

Extra-curricular Activities: The aim of our extensive extra-curricular activity programme is to broaden the children's experiences, to build confidence, to allow them to follow their hobbies and interests, to develop social skills and to encourage social interactions. All children should be able to find at least one activity in which they enjoy and in which they will, hopefully, excel. Within the curriculum there is an allocated lesson to the Cricklade Activity Programme, which introduces children to a variety non-academic life skills.

8. Pupil Voice

Pupil participation is about developing a culture in schools where all children have a voice and have the opportunity to play an active role in decisions that affect their learning and

well-being, as set out in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

Although having an active school council is an essential part of this approach, it is only one aspect pupil participation should happen in a variety of ways and at different levels of school life. Some of these are:

- As part of teaching and learning;
- Processes such as circle-time, focus groups, and consultations;
- Participatory groups such as the school council, eco-committee, healthy schools and peer mentors;
- Having structures in place so that all pupils can be involved in decision-making, including those with additional learning needs;
- Peer and self Assessment
- Choosing from a variety of activities or learning opportunities.

Involving them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos. For pupils to know the value of their opinions it is important they are informed of the outcome of their involvement.

We also believe in embedding pupil voice into the curriculum, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and well-being and the environment.

Pupil participation in their own learning means a range of different things in the classroom. It includes developing projects to reflect interests and needs as expressed by pupils; encouraging pupils' reflection on their own and others' learning; reflection by pupils on the style and content of lessons and opportunities to give feedback to teachers. Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting.

Cricklade Manor Prep EYFS Statement of Intent

Our aim is to engender a love of learning through an exciting, engaging and relevant curriculum, providing every child with the opportunity, the confidence and the support to achieve amazing things.

The programme of activities for our under 5's is appropriate to the children's educational needs in relation to their personal, social, emotional and physical development, communication and language skills.

The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. All pupils acquire speaking, listening, literacy and numeracy skills.

Our curriculum does not undermine the Fundamental British Values.

Every pupil is recognised as a unique individual. We celebrate and welcome differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond our school. We provide enrichment opportunities to engage learning.

The curriculum takes into account the age, aptitudes and needs of all pupils, including those with special educational needs and the most able.

1. Introduction

During the Early Years phase, children's physical, emotional and intellectual growth is rapid. It is a time when a high level of care and high quality learning experiences are inextricably linked. We recognise the importance of this phase of education and pride ourselves on providing a homely and stimulating environment in which a child can take their first steps into the world of formal education. Our dedicated team of experienced staff place great importance on making children feel secure and valued enabling them to naturally develop and learn through a carefully planned curriculum, exploration and hands on experience. We feel that the relationship between parents and the staff who care for their children is a crucial one and at Cricklade Manor Prep we place great emphasis on building up strong home/ nursery and reception class links so that we can work together to achieve the best outcome for each child.

Our Early Years education is based on the following principles:

- Building on what children already know and can do;
- Ensuring no child is excluded or disadvantaged;
- Offering a stimulating curriculum with a range of starting points with content that match the needs of young children and activities that provide opportunities for learning indoors and outdoors; and
- Providing a stimulating learning environment.

Childhood is a time of play; through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. Our Early Years setting, with bright, engaging classrooms, encourages children to develop the skills required to become active members of a rapidly changing society. It is through a well-structured curriculum and play in a nurturing and stimulating environment that our children will work towards the Early Learning Goals.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We use Development Matters to record and highlight areas the child has achieved, supporting us to set out achievable next steps. Children develop at a rapid stage, we monitor these next steps regularly, updating them termly to ensure each child is working towards an area of development that reflects their age and development.

2. Structure of the Department

The Nursery Department is based in a self-contained unit in the grounds of Cricklade Manor Prep which is an enclosed walled garden. There are dedicated Nursery rooms, changing room and office within the building. Our Reception classrooms are located within the main school building and have a specially designed playground connected to the classrooms to allow for free-flow play.

The child's class teacher will oversee their learning, development records, Tapestry Observations, assessments and will be the point of contact for parents and outside agencies to discuss any issues relating to a child.

Acorns Class - Mr Daniel Paget

Sapling Class - Miss Jenny Amaral

Blossom Class (January 2023) - Miss Nicole Miles

Beech Class - Miss Billie Capel

Oak Class - Mrs Griffiths

Reception M - Miss Maddox

Reception H - Mrs Hart

3. Curriculum

There are seven areas of learning that must shape educational provision in Early Years settings. None of these areas can be delivered in isolation from the others; they are equally important and depend on each other. All areas are delivered through a balance of

adult-led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The EYFS curriculum is incorporated by reference to the Statutory Framework for the Early Years Foundation Stage.

The EYFS curriculum is based upon four principles:

- A Unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Cricklade Manor Prep we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learn are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion: We value the diversity of individuals within our community and do not discriminate against children because of 'differences'. All children at Cricklade Manor Prep are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school and nursery.

In our school and Nursery we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; and
- monitoring children’s progress and taking action to provide support as necessary.
- planning using the children’s interests and listening to both pupil and parent voice.

Special Educational Needs in the Early Years Foundation Stage is overseen by our SENdCo, Miss Barrett with the support of Nicole Miles (Nursery Manager), who oversees provision for individual children’s learning needs. Particular care is taken by the class teacher to plan lessons so that activities cater for all pupils in the spirit of inclusion.

Positive Relationships

Partnership with Parents: We believe that children benefit most from Early Years education and care when parents and settings work together in partnership. Our aim is to support parents as their children’s first and most important educators by involving them in their children’s education and in the full life of the setting.

Nursery

Partnership with Nursery parents is maintained through observations and pictures which are uploaded to Tapestry. Parents are updated weekly through the school newsletter, memo’s on Tapestry and notices on classroom doors about the learning for the week and remote parents’ evenings are in the second half each term. In the Reception class, parents are updated on a regular basis throughout the week through the Tapestry as well as having remote tutor evenings in the second half of term and receiving a full, written report at the end of the year. During the academic year we hold meetings with the class teacher at the beginning of every year and offer parent information evenings throughout the year covering topics such as early phonic skills and transition.

We support learning at home in a variety of ways, including ‘shared books’, home/school books, ‘Wow moments’ completed by parents to share children’s accomplishments and resources. Information is sent home every week in the Headmaster’s newsletter.

We meet the needs of all our children through:

- Ensuring ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Informing all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Informing all parents on a regular basis about their children’s progress through their child’s Tapestry account, parents’ evenings, and end of year progress reports.

- Involving parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- Providing opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- Informing all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

Reception

We meet the needs of all our children through:

- Providing opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, both in the setting and at home such as leading phonics workshops for the parents at the start of the academic year.
- Informing all parents on a regular basis about their child's progress through the sharing their child's learning via Tapestry, termly parent's evening and an end of year written report.
- Providing the opportunity for parents to share in the child's learning, uploading pictures and learning from home to Tapestry.
- Informing all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

Key Person: We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in. In Reception the Teacher is the child's key person, however in Nursery the Key Person may be the Room Leader or one of the Nursery Assistants working within their room.

Enabling Environments

At Cricklade Manor Prep we recognise that the environment plays a key role in supporting and extending our children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning including a balance of child-orientated and adult-led activities. We encourage learning through outdoor play and activities, school trips and walks off the premises.

Observation, Assessment and Planning: Plans are used by the EYFS Teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and this involves the teacher and other adults as appropriate. These observations are recorded on the child's individual Tapestry account. They also contain information provided by parents and other settings. Each child's level of development is recorded against Development Matters statements and Early Learning Goals.

Within the final term of the Reception we provide a written summary to parents, reporting their child's progress against the Early Learning Goals.

Two-Year-Old Progress Check: When a child is aged between two and three, we review their progress, and provide parents with a short, written summary of their child's development in the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the SENCO is available for support and guidance.

The Learning Environment: The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas where children are able to find and locate equipment and resources independently. Both the Nursery and Reception have their own outside areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in a different way and on different scales than when indoors. It offers the children a chance to explore, challenge themselves, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them develop in all areas of learning.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning Style: Our policy on teaching and learning defines the features of effective teaching and learning in our school. Key features apply to teaching and learning in the EYFS:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have about how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Years Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations which are shared with parents; and

- the good relationships between our school and the settings that our children experience prior to joining our school.

Play: Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning: Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking: Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Welfare: It is important to us that all children in the school and nursery are 'safe'. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (see whole school 'Safeguarding Policy').

We understand that we are legally required to comply with certain welfare requirements as stated in the 'EYFS Framework 2021'. We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill to follow whole school procedures for all illnesses;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure appropriate staff ratios are maintained at all times;
- ensure that the premises, furniture and equipment are safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to their needs;
- maintain records, policies and procedures required for safe efficient management of the setting to meet the needs of the children;

We endeavour to meet all these requirements.