WREKIN
PREP

CURRICULUM POLICY

Rationale & Aims

The overall aim of Wrekin Prep is to provide an excellent all-round education and a broad and balanced curriculum for children aged 4-11. We work hard to ensure that every child at Wrekin Prep experiences an outstanding educational journey, where they will develop character, intellect, physical and emotional well-being and cultural understanding within a supportive environment. The school aims to cultivate an ethos in which each pupil is cared for individually, valued equally and where they are enabled to achieve their full potential both in and beyond the classroom.

We seek to do this across all areas of school life by committing as a community to:

- **Inspire Curiosity and Challenge:** Spark a lifelong love of learning and empower every pupil to be the best version of themselves.
- **Nurture Well-Being and Resilience:** Build character, emotional strength, and the confidence to take on responsibility and new challenges.
- **Celebrate Individual Excellence:** Recognise every success—academic, creative, or personal—and value each pupil's unique contribution.
- **Instil Strong Core Values:** Guide pupils to act with kindness, courtesy, and respect for others, their community, and the environment.
- **Prepare for Life Beyond:** Seamlessly equip confident, balanced young people to thrive in every stage of their education and, ultimately, in higher education, careers, and the wider world.

Our outstanding teachers inspire pupils and instil in them a desire to learn with an aim to inspire every child to develop into a confident, well-educated, personable young person, who has an enthusiasm for learning. We provide an educational environment that seeks to add value and maximise every pupil's academic achievement.

This policy is central to the school's purpose as a place of learning. We promote care and respect and expect high standards in all aspects of academic matters. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

Wrekin Prep's curriculum, teaching and learning policy is based on the following aims:

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

- Ensuring that pupils acquire speaking, listening, literacy and numeracy skills

- Delivering a curriculum that is balanced, challenging, creative, inspiring and relevant to life in the 21st century

- The curriculum will include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.

- A curriculum which takes into account the ages, aptitudes and needs of all pupils, including those pupils with Additional Needs, those who require Learning Support and those with an Educational Health Care Plan (see SEND Policy), offering differentiation and personalisation as is feasible and possible. A curriculum which is fit for purpose, so pupils have the opportunity to learn skills and knowledge, whilst understanding the relevance of their learning, and make progress

- Having the pupil's needs at its core so they are able to reach their potential.

- Nurture pupils' individual talents, creativity and enquiring minds to help them to become independent learners, collaborative team members, confident individuals and responsible citizens within the school community and the wider society.

- Continuity and progression within Wrekin Prep and upon transition to Wrekin Senior as part of Lancaster Learning which will widen the pupil's skills and knowledge.

- To work closely with Wrekin Senior to ease transition for pupils as they move from Prep to Senior School.

- Effective preparation for the opportunities, responsibilities and experiences of life in British society.

- Development of an individual's personal morals and values, with respect for religious values and tolerance of other races' beliefs and culture.

- Be a centre of excellence in teaching and learning.

- Be committed to excellence and continuous improvement.

- Involve parents and carers in their child's academic journey.

Planning and Delivery of the Wrekin Prep Curriculum

Wrekin Prep follows the aims and objectives set out in the National Curriculum but with independence and extensions when considered applicable, for example, when interests can be linked or as a result of subject specialist teaching.

A creative and cross curricular curriculum is taught at Wrekin Prep in a variety of contexts and through thematic topics where links are made between subjects and lessons.

Our curriculum takes into account the ages, aptitudes and needs of pupils through detailed and careful planning, which is clearly differentiated, and which enhances pupils' learning.

Enhancements and amendments to the curriculum are made accordingly as appropriate (See SEND, EAL and Stretch & Challenge Policies for further details).

The personal and social development of students at Wrekin Prep is enhanced by our comprehensive PSHE programme which reflects the school's aims and ethos and pays particular regard to the protected characteristics set out in 2010 Equality Act. There is a focus on the British Values within all areas of the curriculum which promotes democracy, rule of law, individual liberty as well as mutual respect and tolerance of those with different faiths and beliefs.

Our Co-curricular programme helps to foster and develop an inquisitive nature within our pupils as well as opening opportunities for development in new areas of their learning.

Each term, teachers work together in year group teams to develop their curriculum for that term.

In terms of curriculum content, we use a creative and thematic approach to learning that is mapped to the Primary National Curriculum as a base for all teaching and learning across the school to ensure comprehensive coverage of national age-related expectations. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. The curriculum provides learning challenges throughout the academic year that require children to solve problems, apply creative thinking and express their knowledge and understanding effectively.

The curriculum also provides a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify any individual learning needs as required.

At Wrekin Prep, we use White Rose Maths from Reception to Year 6 as our Maths programme. It ensures that a progressive and systemic scheme of work is being delivered. There is a balance of teaching fluency and reasoning (applying fluency to problem solving). White Rose uses an approach which incorporates the highly effective C - P - A (Concrete, Pictorial, Abstract) to ensure depth of understanding. Maths Classes are mixed in pace in Reception, Year 1 and Year 2. From Year 3, pupils are split into two sets. These are known as Mastery and Mastery plus. Both sets explore the same mathematical concepts but do so at a different pace. Greater Breadth and Depth will be incorporated into the Mastery Plus classes as well as a focus on stretch and challenge. Placement in the sets is based upon discussions that take place between Class Teachers, the SENDCO, the Maths Subject Lead and the SLT to decide on the most appropriate set for each pupil, using relevant data and teacher feedback. Alongside these lessons we use Number Sense for the teaching of the recall of number facts in Lower School and times tables in Upper School.

Long, Medium- and Short-Term plans are created by teachers outlining the lesson coverage for that term. An overview of the term ahead is shared with parents so they are

aware of the themes and topics their child is exploring. Plans are reviewed termly and again yearly with amendments to the curriculum made accordingly.

Each class has a Class Teacher. The class teacher mostly teaches Core Subjects and also ensures high levels of pastoral care and continuity of care and an academic overview for every child in the class. They are an essential link between parents and the school and most communication will go through the class teacher.

In Years 1 and 2, Class Teachers teach English, Maths, Phonics, History, Geography, PSHE, Science, Religious Studies, Digitech (IT), Art and DT. Subject Specialist Teachers teach Music, Swimming, PE, Games and Spanish.

In Years 3 - 6, Class Teachers teach English, Maths, History, Geography, PSHE and Religious Studies, Innovation and IT. Subject Specialists teach Music, Drama, Science, Spanish, Swimming, PE, Games and Art.

Curriculum Time

Children in every class are varied in terms of their attainment, the pace at which they need to work, support required to achieve the objectives and in terms of the requirements for stretch and challenge to be in place. All lessons are differentiated, and children are well supported to achieve their full academic potential. Staff have high expectations for pupils. Classes are mixed ability in all subjects except for Maths as described previously.

Homework (Prep)

At Wrekin Prep, a termly homework grid is created by Class Teachers and Subject Specialists for each year group. This is shared with parents at the start of each term. Children and their families are encouraged to engage with the homework grid and to complete activities, sharing the outcomes and creations with their teachers. The activities set are designed to enhance the learning in school and to encourage dialogue and discussion between children and their families about the learning that is taking place at school. Homework grids are not compulsory but are encouraged.

Children are expected to read every night, and parents should note the reading that has taken place in their diary.

In Year 5, one piece of homework is set each week, this will be either a maths or English activity to enhance what the children have been learning in class. In Year 6, the children are set a piece of English and a maths task to complete each week.

Progress and Attainment

On Entry to the School, the EYFS team conduct a Baseline Assessment for each child using BASE from CEM. The team also use their professional judgement and observations of the children in class and whilst completing activities to plan for their needs accordingly. Progress and planning are reviewed regularly in the EYFS and individualised Next Steps for Learning across all areas of learning in the EYFS curriculum are shared with the children and the parents at regular intervals.

Every Term, the SLT set a Data Entry Point for all staff in their subjects where a teacher's judgement (formative) is recorded. There are three of these each year (one per term) and records of Teacher Assessment of the children in their subject against expected outcomes for the year at Wrekin Prep. Children are noted as either; Working Towards (WT), On Track to Secure (OTS) or On Track to Exceed (OTE) in the first two terms. In the Summer Term, the Data Point sums up the attainment of the child as Not Yet Secure (NYS), Secure (S) or Exceeding (E) age related expectations in a given subject. After each Data Point, a member of SLT meets with each teacher in a Pupil Progress Meeting to discuss the grades given and to develop strategies to move forwards, to highlight target children and also to ensure that provision is in place for every child to be able to make progress. These grades are shared with parents each term on a 'Grade Card' style of report and note the Attainment Grade as well as an Attitude to Learning grade. These reports and pupil progress meetings run in conjunction with a Parents' Evening each term where books are shared and next steps for learning are discussed by staff and parents. Every parent has the opportunity to meet with every teacher who teaches their child each term. In the Summer Term, parents receive a more detailed academic report.

At the end of each Maths Unit, pupils undertake a short check to ensure that teachers are aware what knowledge, and skills have been retained and what may need further exploration and consolidation. These checks also contribute to set placement.

Across the school, one assessed write takes place each term. These cover a range of genres across the year. They are completed independently by the children and are kept in an Assessed Writing Book which begins in Reception and follows the child through their school career at Wrekin Prep. Class Teachers come together to mark and moderate the assessed writing and these contribute to the final English Grade at the end of a term.

In the Lower School, the children's learning in Phonics is reviewed within lessons and tracked by the Phonics Lead each half term in line with our new systematic phonics programme, Supersonic Phonic Friends.

Every child from Year 1 sits a Standardised Test (Summative) each year in the Summer Term. Wrekin Prep uses Cambridge Centre for Evaluation and Monitoring (CEM) as their test provider. At Wrekin Prep the children sit BASE in Reception and INCAS from Years 1 - 6. Staff use these as a mark of academic potential, and they are compared to the teacher's

judgement to ensure that children are well catered for academically and that specific targets for individuals are well placed to ensure dynamic progress.

Teaching and Learning

In accordance with the Independent Schools Standards, Teaching and Learning at Wrekin Prep enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. It fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and encourages pupils to think and learn for themselves. Teachers enable pupils to develop their self-knowledge, self-esteem and self-confidence.
Teaching and Learning at Wrekin Prep, involves well planned lessons and effective teaching methods, activities and management of class time to ensure the best possible outcomes for all pupils.
Wrekin Prep actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and does not discriminate against pupils.

Teachers achieve these standards by;

A. <u>Teaching using the following approaches</u>

- Demonstrating enthusiasm and good subject knowledge
- Delivering information in a variety of ways
- Ensuring that pupils are all aware of the objectives.
- Coherent planning, linking to medium term plans, of well-structured and well-paced lessons.
- Delivering schemes of work that cater for the spiritual, moral and cultural development of the pupils.
- Recognising and rewarding achievement.
- Challenging underachievement.
- Being confident in the subject matter.
- Update resources as appropriate.
- Liaising closely with Subject Leaders to ensure a consistent approach.
- Embed IT in all subjects, where appropriate, to enhance the pupils' learning experience and outcomes.
- Ensuring instructions, questions and explanations are clear
- Ensuring homework grids are well prepared, engaging and are responded to appropriately.

B. <u>Using Assessment data, knowledge of the children, APDRs and EHCPs to ensure progress is made by all pupils</u>

- Using evidence of prior attainment to gauge individual capabilities.
- Use data to analyse individual progress.
- Ensuring that all other relevant factors are considered and catered for e.g. SEND, EAL and including social and emotional influences that may impact learning.
- Utilising ongoing formative assessment to regularly assess understanding and knowledge acquisition through a variety of techniques.
- Marking consistently and positively and in accordance with the Assessment, Feedback and Marking Policy.
- Encourage meaningful self and peer assessment.
- Ensuring that formative assessment is used to impact and inform subsequent planning.
- Ensuring appropriately differentiated material, and tasks are employed to ensure pupils' progress in every lesson.
- Setting high expectations for all pupils.
- Ensuring that appropriate teaching techniques are utilised.

C. Encouraging pupils to take ownership and responsibility for their own learning and helping them to understand and develop their personal learning style.

- Employing a range of strategies and techniques, both in and outside of lessons, to help pupils retain knowledge.
- Develop time management skills, helping pupils to meet deadlines.
- Develop pupils' thinking skills such as communication, problem solving and working with others. This should include utilising techniques to develop higher order thinking skills and self-reflection.
- Developing pupils' skills of inquiry, for example, hypothesising, reasoning and evaluating.
- Foster creative approaches to challenges.
- Creating environments to develop pupils' confidence to ask questions and ask for help when needed.
- Provide opportunities for independence.
- Adopt a variety of teaching styles.
- Encourage development of a range of skills such as formal presentations and debating.

D. Ensuring a positive environment that is conducive to high standards of Teaching and Learning are taking place.

- Adhering to the school's Positive Relationship and Behaviour policy.
- Employ the use of praise, rewards and positive reinforcement to foster positive self-esteem, motivation and confidence.
- Engage with parents regularly and positively to ensure that Parents are Partners in the overall education of their children and support appropriate behaviour for Teaching and Learning.
- Ensuring the Positive Relationships and Behaviour Policy is adhered to in lessons and throughout the school.

- Promoting diversity and inclusion in lessons and throughout the school.

E. Being a Reflective Practitioner who teaches to the highest standard and engages with up-to-date practice in Teaching and Learning

- Undergoing regular training and INSET
- Keeping up to date with developments in education
- Taking an active part in the appraisal process
- Responding to updates, targets and advice from Subject Leaders and the SLT
- Specifically liaising with members of the IT support team to improve use of IT
- Being punctual to lessons
- Evaluating their work
- Adapting to different ways of working
- Adhering to school vision and values
- Follow the schools Health and Safety policy and providing risk assessments where appropriate.
- Participating in whole school and personal INSET and being a Lifelong Learner.

Teaching Environments

An enabling environment plays a key role in supporting children's learning and development. It is well recognised that children learn and develop best in caring, supportive environments which respond to their individual needs, allowing them to explore, engage, take risks and where they know their contribution is valued. At Wrekin Prep we consider both the physical and emotional environment to be of significant importance and recognise that they are both contributory factors to a child's success.
Teachers will conduct a regular classroom environment check considering the following:

- Seating plan and how this is impacting on the success of learners in the classroom.
- The appropriacy of furniture for all users and how this is arranged and used to support learning.
- Accessibility of resources: labelling, accessibility, encouraging independence, tidiness, and the impact on how the classroom runs as a result.
- Safe Storage of both pupils' and adults' personal property.
- Visibility of and for all pupils.
- Devices and how these are incorporated into Teaching and Learning safely.

Display
The quality of display within a school indicates the school's standards, values and ethos. At Wrekin Prep, displays should be regularly changed (at least half-termly) and should celebrate pupil achievement and share learning. Displays can also be teaching displays that support Teaching and Learning in the classroom.

Academic Support and SEND (Learning Support)

At Wrekin Prep, SEND is referred to as Learning Support. Some pupils come into the school with an identified additional learning need, and some pupils are identified whilst at the school as having an additional learning need. This would also apply to pupils with an EHCP. Every teacher is aware of pupils on the Special Educational Needs & Disability (SEND) register and differentiates appropriately within taught lessons. We adopt a Quality First Teaching approach across the school (see the SEND policy). This provision and the progress of the pupils on the register is monitored by the SENDCO and the Class Teacher. Pupils can be recommended for support at any time by class teachers, subject specialist teachers, a member of SLT, TAs or parents.
Those students identified as in need of English as an Additional Language (EAL) support are provided with weekly lessons and their progress monitored by the EAL Teacher and shared with their class teacher and parents at regular intervals.

British Values

As detailed on the standards as outlined in the Schedule to the Education (Independent School Standards) Regulations 2014, Wrekin Prep ensures that the curriculum enables children to be prepared for the opportunities, responsibilities and experiences of life in British society. As a school, we present an effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society. We do this by regularly reviewing curriculum content to ensure that British Values views are incorporated into the curriculum and daily teaching and learning in all subjects and that they are taught discretely as part of our PSHE and Religious Education subjects. We organise whole school activities (for example, assemblies, initiatives, events, school trips) which are designed to help pupils to celebrate and understand the importance of British Values. We create and maintain displays which publicise and illustrate British Values and embed the values into our ways of working as a school.

Sport and Co - Curricular Programme

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Wrekin Prep provides opportunities for pupils to become physically confident in a way which supports their health and fitness. The pupils have opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

Aims
The Wrekin Prep curriculum follows the National Curriculum for a guide and aims to ensure that all pupils:

1. develop competence to excel in a broad range of physical activities
2. are physically active for sustained periods of time

3. engage in competitive sports and activities (representing the school on teams)
4. lead healthy, active lives.

Key Stage 1 (Lower School)
Pupils are taught to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:
1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
2. Participate in team games, developing simple tactics for attacking and defending
3. Perform dances using simple movement patterns.

Key stage 2 (Upper School)

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Pupils are taught to:

1. Use running, jumping, throwing and catching in isolation and in combination

2. Play competitive games, modified where appropriate [for example, cricket, football, hockey, netball, rounders and pickleball], and apply basic principles suitable for attacking and defending

3. Develop flexibility, strength, technique, control and balance [e.g., through athletics and gymnastics]

4. Take part in outdoor and adventurous activity challenges both individually and within a team

5. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<u>Swimming and water safety</u>

Wrekin Prep provides swimming sessions from Reception through to Year 6 where every class swims each week. In particular, pupils are taught to:
1. Swim competently, confidently and proficiently

2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

3. Perform safe self-rescue in different water-based situations.

Pupils also take part in swimming galas which include House Galas plus some pupils will be selected to compete in the IAPS Gala.

Co-curricular

All pupils are encouraged to engage in Co-curricular activities to provide greater breadth to their academic studies and to promote the moral, aesthetic, physical and social development of every pupil. We have a diverse and varied enrichment programme throughout the school. All pupils have the opportunity to take part in activities, from Reception through to Year 6 (Please refer to the term's Co - Curricular Booklet for an example of the broad range of opportunities available).

Digital Strategy

All devices must be used in a considerate, thoughtful manner consistent with the guiding principles of the ethos of the school. At Wrekin Prep, we educate pupils about online safety and the appropriate use of electronic devices through Digitech and Innovation lessons, PSHE curriculum, assemblies and class time.
Devices are a part of modern life and offer huge benefits in people's work and social life, but they must be used in a positive way and this guidance is to ensure that devices are used responsibly within the school environment, with the aim that firm principles will also help people make good decisions in their wider use of modern technology.
Central to the effective use of devices in school are the following 2 principles which state that pupils must:

- Use the device for approved educational activities
- Treat a device and those of other pupils with respect

Roles and responsibilities

The Head and the SLT will ensure that:

- All regulatory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of the pupils will be met.
- The amount of time provided for teaching the curriculum is adequate.
- The procedures for assessment are in place and pupils, and their parents receive information to show the progress being made and to communicate what is required to help the pupil to improve and to reach their potential.

- The governors are kept informed regarding the curriculum. This happens through reports to the governors during meetings.
- Progress of cohorts in all subjects is regularly monitored through end of unit tests, standardised assessments and termly assessments. These are compared with CEM data to ensure pupils are on track to reach their academic potential. Any concerns are discussed with the Class Teachers and the SLT and actions are taken where necessary.
- Marking, assessment and tracking procedures are evaluated accordingly.
- Regular meetings with the Head of Lower School, Head of Upper School and lead teachers for curriculum, teaching and learning at Wrekin Prep and Wrekin Senior take place to aid curriculum progression across the schools
- Effective communication occurs with parents at Parents' Evenings and through asking parents to consult teachers at any time during the year. Curriculum overviews are sent out termly informing parents of updated curriculum plans.
- Maintain, review and develop the Curriculum Overviews.

Subject Leaders will ensure that:

- They will work with the Head, the Deputy Head and the SLT to review and maintain the Curriculum.
- Maintain, review and develop plans following the school format containing curriculum detail on: context, expectations, skills, learning objectives, learning outcomes, learning and teaching strategies, differentiation and resources or are following a national scheme e.g. White Rose Maths.
- The curriculum overviews and plans ensure progression, continuity and challenge.
- There should be consistency in delivery within their subject across the school and that plans are being positively created and used by staff.
- The planning and teaching is meeting the learning needs of our pupils.
- Marking and assessment is reviewed and ensures it adheres to the school policy.
- Progress of sets/classes in their subject is regularly monitored through end of unit tests, standardised assessments and half termly assessments. These are compared with CEM data to ensure classes/sets are on track to reach their academic potential. Results are discussed with relevant subject staff and actions are taken where beneficial.
- Monitoring and evaluating the progress of individuals with class teachers in their subject areas.
- Inform the Deputy Head and Head of any significant changes to the planning, teaching or learning.

Class Teachers will ensure that they:

- Have an overview of their pupils' academic progress throughout the year.
- Discuss academic targets with the Head and SLT termly at Pupil Progress Meetings, recording targets and sharing these with parents.
- Communicate with parents at Parents' Evenings and at suitable times throughout the school week.

All teachers will:

- Monitor results of individual pupils in their classes and discuss with relevant Class Teacher.
- Ensure that the school curriculum is implemented in accordance with this policy. Work is marked and assessed according to the school's procedures.
- Keep up to date with developments in their subject/year group to ensure their delivery is dynamic and relevant.
- Share best practice with colleagues.
- Participate in professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to meet the learning needs of their pupils and engage them.

Policy reviewed: October 2026
Next review: October 2027