



## Curriculum Policy

### Policy Statement

The curriculum, teaching and learning at Cheltenham College Preparatory School shall:

- Supply full-time supervised education for pupils 3-13 years old
- Be broad and balanced
- Contribute effectively to the intellectual, physical, personal attainment and development of the pupils
- Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Is underpinned by our Key Skills and Attributes, and Building Learning Power (BLP) principles which help develop pupils as learners
- Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of pupils, including those pupils with a statement of additional learning needs (ALN)
- Enable pupils to acquire skills in speaking and listening, literacy and numeracy and ICT
- Provide for personal, social and health education which reflects the College's aims and ethos
- Provide for appropriate careers and higher education guidance
- Provide a programme of activities to those pupils below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- Provide a programme of activities suited to the needs of pupils above compulsory school age
- Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Be enriched by extra- and co-curricular activities through optional and timetabled activity sessions
- Give all pupils the opportunity to learn, make progress and access their full academic potential
- Foster in pupils a sense of delight in the life of the mind and the application of intellectual, physical or creative, interest in their learning, and the ability to think and learn for themselves

- Involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons
- Ensure that teachers possess appropriate knowledge and understanding of the subjects they teach
- Be based on classroom resources of an adequate quality, quantity and range
- Ensure regular and thorough assessment of pupils' learning
- Ensure that effective strategies are in place for managing pupil behaviour and encouraging responsible behaviour
- Provide adequate preparation for the opportunities, responsibilities and experiences of adult life
- Involve parents in their child's education through regular reporting of attitude to learning, attainment and target setting
- Encourage pupils to use ICT safely and appropriately to enhance, enrich and give depth and breadth to their learning. ([Refer to Acceptable Use Policy](#))
- Be subject to on-going evaluation and review by the Council Education Committee, Head, Deputy Head (Academic), the Director of Studies, the Heads of Departments and other committees as appropriate.

### **Respect for Fundamental British Values**

All staff have a duty to promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Notably, we must prevent the political indoctrination of pupils through the curriculum. The aim is not to prevent pupils from being expressed to political views - they should be. However, pupils should not be actively encouraged by teachers or others to support particular political viewpoints. This is not restricted to support for political parties. In addition, schools have a duty to encourage respect for alternative lifestyles, even if staff or pupils would not choose the lifestyle for themselves. This covers the protected characteristics defined by the 2010 Equality Act:

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

At Cheltenham College Preparatory School we strive to ensure that every pupil reaches his or her true academic potential. From the beginning, in the Foundation Stage, staff are fostering the development of pupils' intellectual curiosity, ensuring academic rigour and encouraging children's ability to learn independently.

Although the curriculum at The Prep is based largely on the National Curriculum, in many respects it reaches far beyond. All areas of the school benefit from the expertise of specialist subject teachers – with PE, Modern Language and Music specialists teaching in Pre-Prep (Foundation Stage and Key Stage one), and in Lower School (National Curriculum Years 3 and 4). Once the pupils enter Year 5 subject specialists teach more of the curriculum and in Year 6, nearly all of the academic lessons are delivered by specialist teachers. On entering Upper School (Year 7 and Year 8) the pupils either work towards the Independent Schools Examination Board (ISEB) Common Entrance examinations or Scholarship exams for entry to the 13+ senior school of their choice. Although many pupils continue to Cheltenham College we also prepare pupils for entry to a variety of schools such as Eton, Marlborough, Cheltenham Ladies' College, Radley and Sherborne. ([Refer to yearly overviews of the curriculum](#))

**EYFS** - Pupils in Foundation Stage 1 (the Cottage) and Foundation Stage 2 (Reception) follow the Early Years Foundation Stage Framework closely. ([Refer to EYFS Policy](#))

### The Timetable

The Timetable is spread over 5 days for all pupils from Nursery to Year 8. For Years 5-8, the day is split into lessons of 35 minutes with some subjects being taught in double periods. Pupils in Pre-Prep and Lower School have a timetable structured to meet the needs of their age phase. All pupils from Years 3 to 8 are expected to represent the school in matches on Saturday morning, if selected for a team, and all are expected to attend House Events scheduled on Saturday mornings.

	Mon	Tue	Wed	Thurs	Fri
0815-0845	Reg & HM Assembly	Form Period	Reg & House Meetings	Form Period	Reg & Form/Section Assembly
0845-0920	Lessons	Lessons	Lessons	Lessons	Lessons
0920-0955	Lessons	Lessons	Lessons	Lessons	Lessons
0955-1030	Lessons	Lessons	Lessons	Lessons	Lessons
1030-1105	Lessons	Lessons	Lessons	Lessons	Lessons
1105-1130	Break	Break	Break	Break	Break
1130-1205	Lessons	Lessons	Lessons	Lessons	Games
1205-1240	Lessons	Lessons	Lessons	Lessons	Games
1240-1355	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	Games
					Lunch and Break 1310-14.15
1355-1430	Lessons/	Lessons	Matches	Lessons	Chapel

	<b>Games</b>				1415-1515
1430-1505	<b>Lessons/ Games</b>	<b>Lessons</b>		<b>Lessons</b>	
1505-1515	Games/ B & D	<b>Bun &amp; Drink</b>		<b>Bun &amp; Drink</b>	
1515-1550	<b>Lessons/ Games</b>	<b>Lessons</b>		<b>Lessons</b>	<b>Lessons</b>
1550-1625	<b>Lessons/ Games</b>	<b>Lessons</b>		<b>Lessons</b>	<b>Lessons</b>
1630-1700	<b>Prep</b>	<b>Prep</b>		<b>Prep</b>	<b>Prep</b>
1700-1800	<b>Clubs</b>	<b>Clubs</b>		<b>Clubs</b>	<b>Clubs</b>
<b>Pre-Prep Lunch at 1200. Lower School Lunch at 12.30</b>					

## Setting

Cheltenham Prep places pupils in ability sets/groups for subjects to ensure that pupils are working at the pace and level of challenge appropriate for them. This begins with Literacy and Numeracy in Pre-Prep, as appropriate, and continues throughout the school in an increasing number of subjects. The structure of setting arrangements enables flexibility to meet the needs of individuals and cohorts. For instance, English may choose to structure sets with two top sets and two parallel lower sets. Science, however, may choose to have a top and bottom set and two parallel middle sets. The aim of all structures is to optimise pupil progress. By Year 8 a pupil will be placed in sets for all academic subjects and a set is created for those working towards academic scholarship exams. The pupils selected to attempt an academic scholarship are working to an earlier exam timeframe and to an extended syllabus, therefore a separate group is required to ensure that they have covered the right material and are ready to face their exams in good time.

Although avoided as far as possible, some subjects may be tied into setting based on another subject. For instance, children might be taught Art and DT in their French groups. Where this happened, languages should lead setting decisions with excellent differentiation being used to ensure individualised learning in those tied subjects.

The decision to place a pupil in a particular set is made to enable him or her to get the best support relative to his or her ability in the subject. Sometimes, a class teacher will feel that a pupil would be better served by changing set; this may follow assessments or exams sat by the entire year group but the decision to move a child will not be based solely on such data. Moving a pupil 'down' a set is never a punishment. It is only done when the teacher and the Head of Department consider

that the pupil will be better supported in his or her learning by moving at a slightly slower pace, with a different member of staff, or in a different cohort.

Parents are asked to trust The Prep's professional judgement in such matters; we do not take these decisions lightly. When a pupil changes set, the Head of Department will inform the parents and then discuss the proposed change with the pupil so that he or she understands the reasons for moving set. If parents are dissatisfied with such a decision, they should contact the relevant Head of Department or the Deputy Head (Academic). However, it should be re-emphasised that any change of set should leave a pupil in a better position to achieve, through working in a context more appropriate to his or her ability in the subject.

**November 2021**

**Review date: August 2022**