



CURRICULUM POLICY	
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ETHOS AND AIMS

Sedbergh Prep School develops happy, confident children with a ‘can-do’ attitude, independent yet always with a sense of team before self. Through careful and sensitive teaching, we aim to foster a spirit of adventure, both inside and outside the classroom.

Our curriculum is ambitious and equips pupils with the necessary skills for future success and reinforces British Values through our Ways of the Wolf Values. This is delivered in a setting of timeless beauty where pupils have the space and time to enjoy their childhood. We provide a holistic approach where each child’s unique needs and skills are nurtured and developed.

The Ways of the Wolf Values are central to our curriculum design.

Ambition (Individual Liberty): We aim high and we understand that hard work brings reward. We employ a growth mindset in all that we do and celebrate excellence in the classroom.

Collaboration (Democracy, Rule of Law): Not only in our choirs, ensembles, production casts and sports teams; we know that mankind’s greatest achievements have come about through teamwork and we value the ability to work productively with others.

Courage: Sedbergh Prep builds adventurous young men and women with a ‘can do’ attitude. We dig deep when the road gets bumpy, we take risks in our learning and are not afraid of failure.

Creativity: We understand the need for originality, problem-solving and higher order thinking in the workplace of tomorrow.

Kindness (Tolerance and Mutual Respect): Underpins all our behaviour in school and lays the foundations for us to make hugely positive contributions to society. We take nothing for granted and do all that we can to help others.

Responsibility: We revel in the opportunity to be leaders, to look after others and ourselves. We know that leadership is less about the title and more about action. We accept that responsibility for our environment is a priority.

Sedberghians are proud of their shared heritage and pupils leave us ready to continue their journey at the Senior School.

PART A: ORGANISATION OF EDUCATION

Year R

There are 33 formal academic teaching periods (35mins) each week. Pupils are taught in their year group.

Year 1 and Year 2

There are 35 formal academic teaching periods (35mins) each week. Pupils are taught in their year group.

Year 3 – Year 6

There are 37 formal academic teaching periods (35mins) each week. Pupils are taught in their year groups

Year 7 and Year 8

There are 43 formal academic teaching periods each week. Lessons take place (Monday to Saturday inclusive).

Setting Organisation

As much care as possible (standardised data, written tasks, interview, school feedback and reports) is taken into account to ensure that children joining the school throughout the year are correctly placed in sets in Year 7 and 8.

In year 7 pupils are taught in form sets until October half term. The first few weeks of the Michaelmas Term allow staff to complete standardised and formative tests, assessment of maths, reading and spelling and teacher feedback, at these points, children may move sets.

Pupils are set for Language (English and humanities) and STEM (Maths, Science and DTE)

PART B: QUALITY OF EDUCATION

Curriculum

We provide a holistic approach where all pupil's needs and skills are developed and supported. Teachers encourage curious minds to ask questions and to investigate, by modelling these skills and sharing their love of learning. We develop confidence by encouraging pupils to take part in new challenges and to take an active role in new experiences, in and outside the classrooms.

Pupils are provided for by our breadth of studies in the following subjects: English, maths, science, geography, history, Religious Studies, PSHEE (Personal Social Health and Economic Education), art, DT&E (design and technology and engineering), French, Latin (Y7-8), drama, music, computer science, PE (physical education) and games.

The subject 3 I Statement for these may be found on the School's SharePoint area. The shared area also contains medium-term planning grids.

Teaching and Learning (Please refer to Teaching and Learning Policy)

The curriculum 31 Statement provide a detailed account of the provision throughout the School. These are to be found on the School's website and in SharePoint.

The School employs specialist heads of subject in most departments and a range of specialists within each department. This allows us to have specialist teaching of drama, music, French, DT&E, art and PE. While the teaching of the younger pupils is primarily taught by the Form Tutor, the children encounter an increasing range of specialists.

In all of the above ways, the School seeks to meet the individual needs of each child as set out in its ethos and aims and in its teaching and learning policy.

Assessment

Learning and progress are carefully monitored by teachers, Heads of Departments, Deputy Head Academic and Senior Management, who all take an active role in ensuring pupils develop and reach their potential.

The Education Committee of Governors provides oversight to the process of monitoring learning and progress.

The School has a separate Assessment and Feedback Policy.

Assessment of pupils' work takes place regularly and thoroughly, and information is used from that assessment to plan teaching so that pupils can progress.

It is the duty of Heads of Departments to undertake regular (half termly) monitoring of their subject and report to the Deputy Head (Academic). Further information can be found in Head of Department Handbook.

Early Years Foundation Stage (EYFS)

The curriculum that we teach in Year R meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Planning focuses on the seven areas of learning and development: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning.

During the children's first half term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in EYFS and onto KS1.

Special Educational Needs – (See SEND Policy)

At the beginning of the academic year pupils with additional needs are identified to all staff and catered to through scaffolding and support. Staff meet to ensure a smooth handover from year to year so all staff are aware of strategies and support needed for individuals as well as those who need to be challenged within the lessons.

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities with the support from the SENDCO where needed which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider external support and guidance from a range of linked providers.

The SENDCO and Deputy Head Academic deliver CPD training to promote awareness and best practice.

The school will work closely with the families of pupils with a statement of special educational needs and local authority to ensure the recommendations in the statement are fulfilled. The detailed annual review process will be completed. The school is committed to supporting all children with or without an EHC Plan.

English as an Additional Language (EAL) - (See EAL Policy)

Sedbergh Prep School provides specialist English as an Additional Language teaching to international pupils who require extra tuition with their English. Pupils who have been identified as requiring EAL lessons are individually assessed when they join the school so that the appropriate support can be given to them.

Pupils are given support which helps them to access the school curriculum, as well as practising the key language elements of grammar, vocabulary, reading, writing, speaking and listening.

There is a termly charge for EAL lessons and parents of pupils who require EAL lessons.

Stretch and Challenge (See Stretch and Challenge Policy)

At the beginning of the academic year pupils on the stretch and challenge register are identified to all staff and catered to through scaffolding and support as well as extension tasks/activities in class to challenge the more able. From Year 4, this register will be used to support early identification of potential scholar pupils.

Scholars - Added Challenge and Enrichment (ACE)

Scholars in Year 7 and Year 8 will take part in the Added Challenge and Enrichment Programme. Please refer to Stretch and Challenge Policy.

PREP

Reception – Y2

There is no formal amount of time designated for homework for children before Y2. However, it is recognised that early learning benefits greatly from home support and children in Reception – Y2 are encouraged to share books and participate in a variety of language and number activities. These home/School activities are tailored to meet the individual needs of the children.

Year 3 & 4

Children are encouraged to enjoy reading at home each night. Times tables, mental maths, spelling, English work and science remain as the most important items and we encourage and welcome parents working with their children in these areas, in order to practise and reinforce learning, completed in class. There will be optional tasks pupils can engage with in other subjects throughout the year.

Prep diaries are used to record the preps set and as a means of communication between parents and School. Evening activities e.g., reading, spelling, mental maths and English should not take any longer than 30 minutes each evening. Science prep is set but this is often practical work or a short task to consolidate learning.

Year 5 - 6

Regular prep is set for children in Y5 upwards. Pupils are expected to complete a maths, English, spelling, humanities and science prep each week, as well as their reading.

Year 7-8

Pupils need to complete an English, maths, science, french/history, Geography/RS prep per week, alongside their reading.

General advice

Prep is given to encourage pupils to work on their own, to exercise self-discipline in their approach to learning and to provide an opportunity for further development of skills and knowledge. The work will typically consist of activities most suited to home learning (the learning of vocabulary, essential facts and dates) exercises to consolidate skills in the process of being acquired and research/project tasks.

It is most helpful for pupils to do their prep at a regular time each day, though this will not always be possible, given other commitments, such as clubs and music practice, as well as away games and travel time. However, the more established the routine, the better will be the child's ability to settle to the work. The Deputy Head Academic runs additional prep sessions two lunchtimes a week.

As a general guide, each prep should take about 40 minutes for Ys 6 - 8 with an absolute maximum of 60 minutes in an evening. It is important for pupils not to 'struggle' to complete prep and the maximum time should be observed in these circumstances (as long as a sensible and reasonable attempt has been made). Prep should be completed in a quiet environment where pupils can focus and concentrate. We want to encourage children to have choice in their prep as they identify their own areas of development and what they reinforce. This instills self-awareness of their learning and maturity as they develop their prep and study skills.

We fully recognise and encourage the valuable role played by parents in supporting good work at home and promoting prep as a positive activity (particularly in the earlier years). However, there should be a 'weaning' process as a child grows older, and it is helpful, as part of the development of independent work habits, to let a child learn that unfinished or poorly completed prep has consequences at School. This should help to alleviate the tensions which can sometimes occur at home when parents feel 'overly responsible' for their children's homework. In such circumstances, it is important and helpful to bear in mind that the vast majority of a child's learning takes place in School, that resistance to parental intervention is a natural characteristic of dawning adolescence and that a negative approach to homework will not necessarily correlate in any way to a child's approach to work within School. However, the best approach in cases of concern is for the Form Tutor to be informed so that a solution can be shared between home, child and School.

DIGITALLY ENHANCED LEARNING

MS Teams

The aim of digitally enhanced learning (DEL) at Sedbergh Prep is to enhance learning in a transformative way. DEL has been most exciting where it has begun to transform the ways in which children learn and their attitudes to learning. They are more motivated and engaged, work more collaboratively, reflect more on their own and others' work, are able to work at an individualised pace and level, are more independent learners and can be more creative and produce work of a higher quality.

The use of MS Teams for education is a means of fostering innovative and forward-thinking IT usage across the curriculum. This has not only enabled pupils to create digital documents with all the functionality of those on the Windows platform but, has also given them the added flexibility to store documents in their own virtual drive for easy access anywhere, at any time. Documents can be shared between teachers and pupils for the purposes of delivering ongoing constructive advice; pupils can also share between themselves when collaborative working is called for. MS Teams also facilitates advanced research skills, with children being able to access web-based sources, quotations, images, dictionary definitions and academic references for inclusion in their projects.

PART C : MENTAL HEALTH AND WELL-BEING

RSE and PSHE

There is a programme of PSHE and RSE outlined in the separate PSHE and RSE Policies.

It is delivered in every year group through form tutors in a lesson every Friday morning.

PSHE is also delivered through year-group and whole-School sessions outside of the normal timetable throughout the year e.g. assembly themes.

It is essential that this provides effective preparation for life in a British society. We are clear that we do not undermine the fundamental British values of democracy, law, liberty and mutual respect and tolerance of those with individual faiths and beliefs; in fact, these are actively promoted throughout the PSHE curriculum. (Please see PSHE Policy.) Relationship and Sex Education (RSE) is central to our provision of PSHE, and details of this can be found in the RSE policy.

Responsibility for PSHE and RSE is the Senior Deputy Head (Pastoral) with support from the School Doctor and the Head of Science.

Physical Education

Pupils experiences a wide range of physical opportunities.

Year R

There are 6 formal physical education teaching periods (35mins) each week. Pupils are taught in their year group.

Year 1 and Year 2

There are 4 formal physical education teaching periods (35mins) each week. Pupils are taught in their year group.

Year 3 – Year 6

There are 10 formal physical education teaching periods (35mins) each week. Pupils are taught in mixed year groups and in gender groups.

Year 7 and Year 8

There are 14 physical education teaching periods. Lessons take place (Monday to Saturday inclusive).

Friday afternoon P9 and P10 are Activity Afternoons (see Beyond the Academic Curriculum)

Beyond the Academic Curriculum

The curriculum at all levels is supported by a comprehensive programme of extra-curricular activities which encompasses sport, music, drama, art, Outdoors Activities, home economics, and much more. Activity afternoons are held on Fridays, where pupils from Year 3 – 8 can select one from a choice of around 15 different activities to for the half term. Some of these are chargeable such as sailing, rock climbing and golf, but the rest carry no charge.

Pupils in the Pre-Prep have the opportunity to stay in school after 3.25pm to join an extra curriculum activity. There are a range of sports on offer to pupils and the School aims to provide competitive opportunities for all pupils whatever their level of skill. During the school day, children have access to riding and tennis lessons (charged)

In music and drama the School caters for all abilities. All pupils have access to instrumental music lessons (charged) whether they are just starting out or have already gained their Diploma, and the Music department provides a wide range of occasions to perform. The Drama department offers performance opportunities in all year groups. Pupils also have access to LAMDA lessons (charged)

Educational trips are a regular part of life. Most residential trips, especially overseas trips, take place during School holidays; while academic departments often take year groups on day trips during term time to museums, theatrical performances, outdoor education centres and the like.

Pupils are also encouraged by their teachers to enter local and national competitions (e.g. Maths Challenge), and some departments offer competitions within School.

Through House charitable activities and our community service scheme, pupils in Year 7 and 8 have the opportunity to take part in voluntary and charitable activities in the local community and further afield.

Friday Chapel plays a central role in the life of the school, including sharing key messages relating to the school's values, the role of faith and belief, community, as well as many aspects of spiritual, moral, social and cultural development.

Behaviours and Moral Development

Sedbergh Prep pupils will develop an understanding of the difference between right and wrong, moral dilemmas; understand the need to do what is right, a willingness to consider others with concern and the ability to cope with moral conflict.

The curriculum supports children's moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Challenging stereotyping
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays,

PART D : ROLES AND RESPONSIBILITIES

Roles and responsibilities of Headteacher, other staff and Governors

The Deputy Head Academic will ensure that:

- All elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met - this will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communication technology (ICT);
- The amount of time provided for teaching the curriculum is adequate and is reviewed regularly;
- Where appropriate, the individual needs of some pupils are met

- The procedures for assessment and how parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve;

Sedbergh Prep Teaching staff will ensure that:

- the school curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

- The chair of the Education Committee reviews the implementation of the policy annually.

This policy is to be read in conjunction with:

Teaching and Learning Policy

Assessment Policy

Marking and Feedback Policy

SEND Policy

EAL Policy

Stretch and Challenge Policy