Introduction
Prebendal school provides education for pupils aged from 3 to 13, covering the Early Years Foundation Stage, Key Stages 1, 2 and the first two years of Key Stage 3. Teaching is delivered to groups of ideally no more than 16 except in certain subjects where larger groups are more appropriate such as Humanities or PE. Our curriculum provides our pupils with a broad and balanced educational experience. Our older pupils are prepared for Common Entrance and Senior School Scholarship Examinations, which they will sit at the end of Year 8.

The Curriculum aims to:
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Promote the spiritual, moral, cultural, social, mental and physical development of pupils
- Provide opportunities for all girls to learn and achieve

In order to achieve these aims the Curriculum should have:
- Breadth - to provide a range, variety and scope of skills and understanding
- Balance - to afford each element of the Curriculum sufficient time and emphasis to play its part in achieving the above aims
- Progression - to allow for increase in challenge and achievement over time
- Continuity - to ensure that pupils’ experiences build on what has gone and prepare them for what is to come
- Access - to ensure that all pupils have access to relevant components of the Curriculum
- Differentiation - to ensure that the Curriculum contents and methods of the Curriculum meet the needs of individual pupils

Curriculum Organisation
The curriculum is organised into stages which reflect the way the school is structured:
1. Pre-Prep (Early Years Foundation Stage: Nursery, Kindergarten and Reception, and Key Stage 1: Years 1 and 2)
2. Prep School (Years 3 to 8) Key Stages 2 and 3
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The Early Years Foundation Stage Profile is completed towards the end of the Reception Year.

At the end of Key Stages 1 and 2 our pupils do not take SATs. This decision was made because a broad and flexible curriculum is our priority and it was felt that our scope and independence would be limited by the preparation required for the SATs. Instead, from Year 1 upwards, pupils sit GL assessments annually to monitor the progress of each individual.

The teaching programme ensures that the requirements of the Early Years Foundation Curriculum are fulfilled. It endeavours to give all children the best possible start in life and support them to fulfil their potential. The curriculum aims to ensure that all children learn and develop well and are kept healthy and safe. It provides them with a foundation for their school career and gives them a broad range of knowledge and skills that enable progress through school and life. There are seven areas of learning and development. The prime areas of learning develop the children’s curiosity, enthusiasm and capacity for learning and forming relationships. These are Communication and Language, Physical Development and Personal, Social and Emotional Development. These are then supported by four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

When our pupils move into Key Stage 3 in Years 7 and 8, they study a curriculum which is based on the Common Entrance syllabus in many subjects. Care is taken to ensure that the aims and ethos of our curriculum policy are not compromised. The curriculum aims to be broad and balanced if we are to ensure relevance for the pupils at different stages of their schooling at Prebendal. Balance in the whole curriculum should reflect the needs of pupils at various age related stages of their schooling and therefore some subjects are not introduced to the pupils until a later stage. Pupils require periods of play as well as attention to academic study and a careful balance between these is reflected in the amount of curriculum time proportioned to them at Prebendal. The divergent individual needs of particular pupils will dictate variable balance in the whole curriculum. For some pupils it may not be appropriate for them to study the full range of subjects offered at Prebendal. In these circumstances a pupil receives extra help in another subject, or help managing a learning difficulty. Where a pupil has a statement the curriculum will be taught in such a way that the requirements of the statement are fulfilled.

Prep Department

The teaching programme acknowledges and broadly follows the principles and guidelines of the National Curriculum as a basis for planning, but goes beyond and outside of it in order to provide the most challenging, interesting and relevant curriculum for our pupils. In addition to lessons prep is set each day (see prep policy).
Pupils are taught the following subjects: English, Maths, Science, ICT (taught as a separate subject up to Year 5, and embedded throughout the curriculum thereafter), PSHE, History, Geography, Religious Studies, Art/DT, Music, Games, PE, French (from Year 1), Latin (from Year 6). Pupils in Year 8 use 1:1 iPads.

**Pre-Senior Baccalaureate**
From Year 6, pupils follow the Common Entrance curriculum underpinned by the Pre-Senior Baccalaureate (PSB) core skills of Thinking and Learning, Reviewing and Improving, Communicating, Collaboration and Leadership. The PSB encourages strong partnerships between parents and schools that promote an understanding of how each individual child learns. Alongside a grading system for academic study there is one for the core skills, and this is monitored with input from all staff. This is monitored through a tutorial system focused on individual personal development, as well as the vertical structure within houses. Tutors meet regularly with children in their groups and also hold 1:1 meetings when they go through all aspects of school life and the development of an individual’s academic and extra-curricular profile. The aim is to ensure that by the time pupils leave Prebendal they will have developed a secure understanding of how they learn, strong independent and collaborative learning skills, and also experienced leadership.

**Prebendal Extended Project**
The Prebendal Extended Project (PEP) is part of the PSB, enabling pupils to focus less on the narrowness of endless spoon-feeding of information for exams, and more on the joy of discovering and investigating things for themselves. A pupil’s choice of topic will be relatively free within the boundaries of Humanities and Languages, but they must show that it is academically useful. Extended projects can help students to develop and demonstrate a range of valuable skills through pursuing their interests and investigating topics in more depth. The issues pupils may wish to address may be of a social, political, ethical or philosophical character. A specific topic or question may be probed with much greater depth than would usually be achieved with an essay. A PEP may take the shape of a field study or investigation, cultivating research and analysis techniques and fostering a love for a subject area.

**Quadrivium**
Part of the Y6-8 Curriculum is Quadrivium, a programme of academic excellence. We support pupils who want to really push the boundaries of their knowledge, critical and interdisciplinary thinking, philosophy and high-order questioning skills. Once each week, pupils are grouped vertically and challenged with sessions appropriate to their stage. These sessions, which may be led by staff, parents or colleagues from a senior school, will be designed to broaden their perspectives, raise aspirations, and encourage them to think and articulate their ideas. Sometimes these sessions consist of a particular challenge or problem to solve. Parents who wish to come and speak to the children about their careers, or any topic about which they are particularly knowledgeable, will be warmly encouraged to share their experiences with pupils.
Additional Educational Needs
Pupils identified as having learning difficulties will receive support from their teachers, and the SENCO also provides support for staff both in class and through INSET sessions. Pupils with learning difficulties will have an Individual Education Plan which helps teachers understand how best to help these pupils access the curriculum. Teachers will tailor their lessons accordingly, so that all pupils can access the curriculum in a way that is appropriate to their strengths and weaknesses. (See Learning Support Policy)

Pupils for whom English is a second language may also require help to access the curriculum so that they can learn and make progress. These pupils will benefit from the support given by the SEN department and staff will be made aware how best to help these pupils access the curriculum. (See EAL Policy)

All pupils are individuals and as such can be seen as having specific needs, gifts or talents which all require consideration to allow pupils to realize their full potential. To ensure all students receive equal access to a broad, balanced and relevant curriculum there is sometimes a need to look at alternative ways of working. This may include the use of computers, including laptops, physical aids, adapting workspaces and equipment.

The needs of the most able are also addressed and this is done through teachers carefully planning their lessons to ensure that the work is sufficiently differentiated and challenging. Prebendal’s Gifted and Talented policy makes provision for gifted and talented pupils to access the curriculum in a way that is exciting and challenging for them. At times this may require an extended curriculum. Where a pupil is Gifted to an extent that he or she is working at a level well above his or her peers, there may be provision for that pupil to attend individual lessons with an appropriate teacher. Pupils identified as potential scholarship candidates in Year 8 are set specific work to meet the requirements of the individual.

Curriculum Development
Curriculum development is undertaken through the Policy Forum, Heads of Department Meetings and the Governors’ Education Committee. Staff are often consulted in staff meetings, which act as a forum to help foster positive changes to areas of the curriculum.

Governors’ Education Committee
The Governors’ Education Committee meets termly to discuss issues which relate to the ongoing development of the school in terms of buildings, initiatives and resourcing future programmes. The meetings provide a forum for discussions on the ongoing development of different aspects of the school curriculum. Individual members of staff are invited to inform the committee of programmes, or issues, within their curriculum area. The aim is to help to further develop the effective implementation of the school curriculum in the widest possible sense.
Community Links
Appropriate use will be made of the local and wider community thus enabling pupils to transfer the knowledge, skills, attitudes and concepts they have learnt through the curriculum to other situations and broadening the range of learning experiences available to them. The local and wider community should be involved in the life of the school through pupil participation in:
- visits to the theatre, art galleries etc.
- visits to a variety of geographical locations e.g. the coast, towns, the countryside etc.
- visits to places of historic interest e.g. Chichester Cathedral, Arundel Castle, Fishbourne Roman Palace, old buildings, museums etc.
- opportunities to hear speakers.
- study support activities e.g. residential field trips

Parental Involvement
Parental involvement in the life of the school is encouraged. Where parents or grandparents have a particular interest or ability the school may ask them to contribute to the work of the school. The use of parent's expertise is seen as a potential resource to enrich the different curriculum areas.
Fostering collaboration with parents includes:
- sharing expertise, e.g. speaking to a group of children
- checking and signing school organisers
- participation in school visits and celebrations

Teaching and Learning Policy
At Prebendal we believe that our teaching and learning processes are key aspects of the school. Through very high standards of teaching and learning we instil in our pupils a love of learning and interest in their work, and thus promote the happiness and confidence of our pupils.
Our teaching fosters in pupils the application of intellectual, creative and physical effort. We help our pupils communicate effectively with each other and their teachers. We promote communication of knowledge through varied media such as music, illustration, use of information technology and many other ways in addition to the more traditional methods of reading and writing.
We teach all pupils at an appropriate level to enable them to reach their full potential and we recognise that a pupil's effort is a crucial part of the learning process and deserves positive recognition and feedback.
Equally important is the emphasis that is placed on independent thinking and learning so that pupils can discover things for themselves and be familiar with the processes of questioning and investigation which will leave them with the ability to think for themselves as they grow into older children and young adults.

The aims of teaching and learning at Prebendal School:
- provide a broad, balanced curriculum that meets the need of the pupils
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- inspire curiosity and a desire to learn, so that our pupils leave the school with the enthusiasm to continue their learning beyond Prebendal and into adulthood
- make learning enjoyable
- give our pupils the appropriate knowledge so that they are able to respect the needs and values of their own community and environment, at the same time as being able to respect other communities and environments
- encourage staff to learn from each other and be part of a professional culture that encourages and values discussion, research and experiment
- help staff to retain a desire to learn and meet new challenges throughout their professional career

Effective learning will be dependent on pupils:
- meaningfully interacting with human and physical resources
- being given access to a wide range of resources, materials, experiences and environments
- having a clear understanding of what is expected of them during the course of a lesson
- being given opportunities to acquire, practice and consolidate new skills
- being actively involved in lessons and given opportunities to explore, experiment and problem solve
- being given the opportunity to work independently, in groups and in teams

Date of Last Review: November 2018