

# Curriculum Policy Prep School incl. EYFS

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2025 / 2026



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Curriculum Policy**

### **Prep School including EYFS**

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#### **Scope**

This policy applies to all Prep pupils (including EYFS) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### **Roles and Responsibilities**

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Prep Co-Head (Academic), who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

#### **Policy**

At Ibstock Place School, we aim to develop the qualities which will lead to successful and fulfilled lives. We aim to provide teaching which challenges and inspires through a broad curriculum and supportive pastoral system. Essential to these aims is our co-curricular environment, close links with parents and the provision of up-to-date facilities.

In meeting these aims, we seek to prepare pupils to contribute constructively to a rapidly changing, technological and multi-cultural society. Our extensive curricular and co-curricular programmes support the fundamental British values of democracy, the rule of law and mutual respect and tolerance of those with different faiths and beliefs.

## The Values of Ibstock Place School

Our goals for the pupils are three-fold:

- Be Curious: Pupils are taught to have an inquisitive and imaginative mind which gives them the confidence to think for themselves, to challenge ideas and to make well informed decisions about their present and future.
- Be Courageous: Pupils are taught to have a growth mindset, be healthy, resilient young people with the determination, ambition and self-confidence to pursue excellence in all they do.
- Be Kind: pupils are taught to show honesty, integrity, a genuine sense of tolerance, courtesy, and respect.

We do this through:

- Challenging and inspirational teaching across a broad curriculum
- Extensive co-curricular opportunities
- A pastoral programme which monitors each pupil's development
- A social awareness programme at home and abroad
- Preparation for the next stage of their education

## Curriculum Definition and Principles

We define the curriculum as all those planned activities which contribute to pupils' learning and ensure that the School's aims are fulfilled. It embraces both the prescribed (timetabled) and optional (co-curricular) learning opportunities. All pupils have access to a curriculum that is guided by the following principles:

- Pupils receive a *broad and balanced* curriculum that introduces them to a suitable range of learning experiences that develop knowledge and skills in a coherent way:
  - *Breadth* ensures that the education as a whole gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative learning.
  - *Balance* ensures that all aspects of the curriculum will receive appropriate emphasis, depending on the pupils' stage as learners. This will necessitate a different apportioning of curriculum time from year-to-year.
- It makes provision for acquisition of the skills of speaking, listening, literacy and numeracy, especially through English, Mathematics and Modern Foreign Languages.
- The curriculum is well resourced, stimulating and challenging so that it inspires enthusiastic participation.
- It provides appropriate opportunities for choice, facilitating growing independence and enabling pupils to share responsibility for their own learning.
- The curriculum is well planned so that all pupils have the opportunity to learn and to make good progress:
  - Account is taken of the previous learning of pupils, their present experience and their future needs.
  - Subject matter is always appropriate for the ages and aptitudes of pupils, including those for whom English is a second language, those with barriers to learning. In such cases pupils may follow an amended curriculum, as their needs dictate, and are in receipt of an Academic Mentoring Plan which ensures that their educational needs are met.
  - For Read Write Inc in the Pre-Prep, pupils are grouped according to ability. This also takes place for Mathematics from Prep 2–Prep 6. Across the Prep School work is differentiated, as appropriate, to maximise learning for all pupils.
- The Prep School curriculum supports the preparation of pupils for the opportunities, responsibilities and experiences of Senior School.
- The curriculum provides opportunities for personal, social, citizenship and health education which reflects the School aims and ethos and encourages respect for other people, paying particular attention to the protected characteristics set out in the 2010 Equality Act.

- The curriculum supports pupils in preparing them for life in British society; and pupils are taught about the Fundamental British Values which underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating diversity of the UK. These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.
- Pupils are encouraged to become effective thinkers and independent learners through all curricular activities.

## Curriculum Details – EYFS

Provision and practice within the Early Years will be centred around the Early Years Foundation Stage Statutory Framework.

The EYFS framework outlines seven areas of learning and development that shape educational programmes in the early years. These are categorised as ‘prime areas’ and ‘specific areas’.

**Prime areas** – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

**Specific areas** – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

The School will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning. Exemption from the teaching and learning allows for a broader curriculum to extend learning. This includes specialist teaching in Art, Music, Forest School and French.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child’s progress in any prime area gives cause for concern, practitioners will discuss this with the child’s parents/carers and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires

specialist support. These concerns will be shared with the Academic Mentoring Co-Ordinator.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Prep 1.

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Assessment and Reporting to Parents**

Assessment plays an essential role in helping parents/carers and School staff recognise pupil's progress, understand their needs and plan appropriate support.

- Ongoing assessment is an integral part of our learning and development process. Staff observe pupils level of understanding and interests. This is fed into the learning experiences provided. Weekly meetings ensure progress is continually monitored and targets and support groups are set.
- Formative assessment and the pupils learning journey are recorded on the Arc platform.
- A baseline assessment is carried out within the first six weeks of the Autumn Term.
- Summative assessments are carried termly, tracking the pupils learning against the Arc Learning Goals.

Reports:

- Autumn Half Term Report: Provides information on pupils' first few weeks of School and their Baseline Assessment.
- Termly Attainment Progress Report: Indicates attainment against the 17 Early Learning Goals and next steps.
- Summer Report: A written report with commentary against the areas of learning.

- Termly Parent Conference: An opportunity for social, emotional and academic progress and targets to be discussed with the Kindergarten Teacher.

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

The School will undertake a summative assessment of each child's development.

- The EYFS Profile is completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Prep 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up to date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

### **Curriculum Details (Prep 1 – Prep 6)**

#### **Use of language across the curriculum**

Pupils are taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils are taught to recognise and use Standard English. In addition, pupils are taught the technical and specialist vocabulary of subjects and how to use and spell these words. They are also taught to use the particular language vital to understanding and expression in different subjects (e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments). Reasoning (Verbal and Non-Verbal) is also taught from Prep 2 to Prep 6.

**English** is a core subject. Pupils are taught to communicate confidently through activities designed to promote effective speaking and listening skills. Pupils in KG-P1 take a compulsory English Speaking board programme and assessment. In Prep 2 and onwards, this becomes optional; many pupils are entered into the English Speaking Board Examinations (Prep 2 to Prep 6 pupils) in the Spring Term. We place great emphasis on reading and, through our extensive library provision, expect pupils to become keen



readers for life. Early reading is taught through a programme of synthetic phonics (Animal Phonics.). There is a strong emphasis on comprehension and writing skills. Pupils are taught how to approach more sophisticated texts through dedicated lessons on analysis of fiction, non-fiction and poetry. These lessons will build up to an independent 'Big Write' twice per half term. Language skills are taught separately; however, pupils are expected to apply these skills when writing. The pupils are taught to write across a range of genres. Pupils are taught explicit grammar, punctuation and spelling skills and are expected to apply these skills into their independent writing.

**Mathematics** is taught in ability sets from Prep 2 to Prep 6. Pupils are expected to become proficient mathematicians with a mastery skills base, both mental and written. In the Pre-Prep and early Prep School years, there is an emphasis on practical activities to underpin conceptual development. In addition, there are many opportunities for pupils to apply their mathematical knowledge systematically through problem-solving opportunities and investigations. We use the White Rose Maths scheme to underpin our curriculum from KG-P4. This has a greater emphasis on Mastery Maths, Reasoning and Problem Solving.

### **Reasoning**

Pupils from Prep 2-Prep 6 are taught the skills of verbal and non-verbal reasoning on a weekly basis. Prep 2 will be introduced to Reasoning through workbooks, but from Prep 3-6, Reasoning skills will be online-based through Atom Learning.

**The Science schemes of work are linked to the National Curriculum. Pupils in P1-P3 are taught by the class teacher. From Prep 4 onwards, pupils receive specialist teaching in a specialist Science Lab.** Practical science, in the form of investigations and experiments, is a key part of the science curriculum.

Forest School is a timetabled lesson for KG to Prep 4. These outdoor learning experiences are based on Understanding of the World (Kindergarten) and rooted in the Science Curriculum in the Prep School.

## **Computing**

Teaching pupils about staying safe and healthy online is taught throughout the Computing Curriculum from KG-P6, in conjunction with the PSCHÉ Curriculum. There are iPads available in all classes in Pre-Prep and Prep and classes have access to the Prep computer suites (RH ICT) on a booking system. From Kindergarten to Prep 4, the pupils are taught discrete computing skills using both iPads and PCs, as well as being introduced to the potential of this technology through appropriate applications to support their learning in a range of subjects. Prep 5 and Prep 6 pupils are taught by a specialist Computing teacher. These pupils have cross-curricular access to iPads and the ICT suite in order to enhance their learning across the curriculum, as appropriate; however, these pupils also have dedicated skills and programming lessons in the Computing suite. In Prep 5 and Prep 6, pupils are taught to touch type and are expected to type at a rate of 30 wpm as they enter Senior School.

## **French and Languages Programme**

As part of the development of our Languages provision, all pupils learn French from Prep 1 to Prep 6. Pupils in Kindergarten are exposed to French in weekly 'French through Songs' sessions. Our Prep 6 pupils are also introduced to Latin. There is EAL 1:1 tuition available for our EAL pupils and bi-lingual pupils are taught accordingly either within the lesson or separately.

## **Humanities**

The Humanities Curriculum comprises History, Geography and Religious Education and we use the Cornerstones Maestro scheme to ensure full coverage and the build-up of knowledge and skills. Work in Geography and History is supported by day visits within the local area and by residential visits in Prep 5 and Prep 6. Through RS we develop the pupils' knowledge and understanding of world views within the six major world faiths.

**The Arts Curriculum** comprises Art, Singing, Music, Cookery (Kindergarten and Prep 1), Art and Design, Music and Creative Arts (Prep 3 to Prep 6). Art and Music clubs ensure a rich variety of opportunity for all pupils, including choirs, string orchestras, drum and guitar groups and brass/woodwind ensembles. The Dance co-curricular programme ensures a range of dance opportunities from ballet to jazz. Pupils can showcase their artistic capabilities in School Assemblies, Performers' Platforms and Productions as well as in national arts competitions.

**The Physical Education Curriculum** comprises Games, Athletics, PE and Swimming, enhanced by a healthy inter-schools competition programme and opportunities for more able athletes to compete at local and national levels.

Our **PSCHÉ** (Personal, Social, Citizenship and Health Education) Curriculum develops the social and emotional aspects of learning. We follow a programme called Jigsaw and the

following themes are covered in each year group: Being in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me.

In the Summer Term all pupils have a taught unit from the Relationships and Sex Education programme.

## Health and Safety

This is key to all that we do. When working with tools, equipment and materials, in practical activities and in different environments, pupils are taught:

- To understand hazards, risks and risk control;
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- To use information to assess the immediate and cumulative risks;
- To manage their environment to ensure the health and safety of themselves and others;
- To explain the steps they take to control risks.

## Assessment

(see Prep School Assessment, Marking, Recording and Reporting Policy)

## Curriculum Planning

When planning the curriculum we consider the following principles:

- Pupils' entitlement to a broad and balanced curriculum;
- How the different subjects contribute towards the children's whole curriculum experience;
- Continuity between EYFS, Prep 1 and the rest of the Prep School;
- Progression - building on previous experiences;
- Developing a greater depth and range of knowledge, understanding and skills;
- Planning for more challenging material and activities;
- Coherence;
- A vision of pupils' development in the subjects;
- Linking subjects or units of work, where relevant, to facilitate holistic learning;
- Adaptive teaching
- How the details of activities ensure access to the curriculum for all;
- How these ensure all pupils reach their potential
- Monitoring and evaluation;
- Collecting observations and other evidence to support evaluation;
- Conducting regular reviews.

## Teaching and Learning

It is our aim that teachers should:

- Teach pupils to become effective thinkers and independent learners;
- Enable pupils to acquire knowledge and to make good progress according to their ability so that skills and understanding are enhanced;
- Foster in our pupils creativity and self-motivation so that they become independent learners;
- Plan lessons thoroughly, giving thought to appropriate and effective teaching methods, activities and behavioural management strategies;
- Show a good understanding of the abilities, needs and prior learning of their pupils, taking these into account when planning lessons;
- Demonstrate a good knowledge and understanding of the subject matter being taught
- Create and utilise resources of a good quality, quantity and range;
- Assess pupils' work regularly in accordance with the Assessment, Marking, Recording and Reporting Policy, and use these assessments productively in order to promote pupil progress;
- Support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Not discriminate against pupils, contrary to the Equality Act 2010 (protected characteristics).

Teachers are encouraged to use a variety of teaching styles. The particular method chosen should be appropriate to the lesson objectives as well as the age and ability of the pupils:

- Teachers may talk to the whole class at once from the front, with pupils listening carefully;
- There may be more than one adult present in the classroom, working with small groups;
- There may be class discussions either closely controlled by teachers or open discussion or paired talk;
- Pupils may work on their own, in pairs or in groups;
- Pupils may take part in a practical activity or role play;
- Work may be enhanced by the use of computers or iPads, or by audio-visual aids;
- Pupils may be required to present their work to the class;
- Pupils may be engaged in work to be completed in one lesson or over a period of time.

*Variety is encouraged at Ibstock Place School.*

To be effective in the classroom teachers should:

- Meet the needs of all pupils in the class, including those who require scaffolding.
- Seek to challenge all pupils so that they deepen their knowledge and understanding;
- Take into account the assessment of pupils' previous work and performance;
- Plan creatively and collaboratively, including a clear strategy for the use of IEPs where they exist;
- Set a clear framework and learning objectives for the lesson and communicate these to pupils at the start, and create time to review the learning objectives with pupils at the end;
- Seek to inspire pupils with their own enthusiasm for, and command of, the subject matter in hand;
- Present information clearly to pupils both orally and in written form;
- Ensure lessons start promptly, proceed briskly and finish crisply, with pupils actively engaged at all times;
- Always be monitoring pupils' focus and understanding, using Assessment for Learning as an effective tool;
- Have a strategy for pupil management during the lesson and set clear boundaries for pupil behaviour, in accordance with the Behaviour Management Policy.
- Have a strategy for the efficient management of resources during the lesson;
- Set appropriate homework tasks;
- Teach techniques to prepare for tests and examinations.

The quality of teaching and learning at Ibstock is monitored through the following means:

- Annual Teacher Appraisal (please refer to separate documentation) which includes classroom observations and scrutiny of pupils' work and teachers' planning by members of the Prep Management Team and Subject Leaders.
- Evaluation of NTS results in the Summer Term of every year to gauge progress made by our pupils.
- Analysis of the results of 11+ Preparation Quizzes which are set throughout Prep 5 and in the Autumn Term of Prep 6.

## Adaptive Teaching

We ensure that all pupils can make the expected progress in lessons by providing scaffolds to those pupils needing additional support and by providing challenge. All pupils, no matter their ability, will have opportunities to access 'challenge' questions.

- Our approach is to give all pupils the opportunity to complete the expected level of challenge- pupils will never be given an easier task from the out-set.
- If a pupil is struggling, then the teacher will put scaffolding into place to support.

- Challenge questions and activities will be in the lesson plan for when pupils need extending.

## Homework

The time allocated to homework increases as a pupil moves through the Prep School.

Homework is recorded daily by each pupil in his or her Homework Diary. It is expected that homework be handed in within two days unless requested otherwise. Pupils are expected to complete their homework independently. However, parental interest is appreciated, especially with regard to engendering confidence and enthusiasm for each subject. Supervising the time and space given to homework assignments is recommended. Communication with parents is carried out via the Homework Diary in the Prep School.

Homework is set in order to:

- Extend the scope of learning and reinforce the skills developed in lessons;
- Encourage a lifelong habit of reading;
- Give pupils more responsibility for their own learning and develop their self-discipline through the meeting of deadlines;
- Help pupils build on their last piece of work and prepare for the next lesson;
- Enable teachers to receive further feedback on whether a pupil has understood the work.
- Homework is set on Seesaw- where appropriate.

Homework should be:

- Relevant and integrated with class work;
- Adapted where appropriate;
- Set according to the subject timetable and be of appropriate length;
- Recorded in Homework Diaries;
- Promptly and constructively marked in accordance with the Prep School Assessment, Marking, Recording and Reporting Policy.

### Typical Homework Schedule for KG- Prep 6:

	MON	TUES	WEDS	THURS	FRI
KG	Reading (5 mins)  Key words (5 mins)	Reading (5 mins)  Key words (5 mins)	Reading (5 mins)  Key words (5 mins)	English /Maths Task (10 mins)  One week to	Reading (5 mins)  Key words reviewed and set

				complete	(5 mins)
Prep 1	Reading (10 mins) Spellings (5 mins)	Reading (10 mins) Spellings (5 mins)	Reading (10 mins) Spellings (5 mins)	Reading (10 mins) Spellings (5 mins) English/Maths (15 mins) <i>One week to complete</i>	Reading (10 mins) Spellings (5 mins)
Prep 2	Reading (10 mins) Spellings (5 mins)	Reading (10 mins) Spellings (5 mins) ENGLISH/SPAG (20 mins) <i>two days to complete</i>	Reading (10 mins) Spellings (5 mins)	Reading (10 mins) Spellings (5 mins) MATHS (20 minutes)- <i>Weekend to complete- in on Monday</i>	Reading (10 mins) Spellings (5 mins)
Prep 3	Reading (10 mins) Spellings (5 mins) ENGLISH/SPAG (20 mins) <i>two days to complete</i>	Reading (10 mins) Spellings (5 mins)	Reading (10 mins) Spellings (5 mins) MATHS (20 mins) <i>two days to complete</i>	Reading (10 mins) Spellings (5 mins) REASONING (20 mins)- <i>Weekend to complete- in on Monday</i>	Reading (10 mins) Spellings (5 mins)
Prep 4	Reading, Spellings and times tables (approx. 15 minutes) ENGLISH/SPAG (25 mins) <i>two days to complete</i>	Reading, Spellings and times tables (approx.. 15 minutes)	Reading, Spellings and times tables (approx.. 15 minutes) MATHS (25 mins) <i>two days to complete</i>	Reading, Spellings and times tables (approx.. 15 minutes) REASONING (25 mins)- <i>Weekend to complete- in on Monday</i>	Reading, Spellings and times tables (approx.. 15 minutes)



Prep 5	Reading, Spellings and times tables (approx. 15 minutes)  MATHS (30 mins) <i>two days to complete</i>	Reading, Spellings and times tables (approx. 15 minutes)  SPAG (20 minutes)	Reading, Spellings and times tables (approx. 15 minutes)  ENGLISH (30 mins) <i>two days to complete</i>	Reading, Spellings and times tables (approx. 15 minutes)  REASONING (30 mins)- <i>Weekend to complete- in on Monday</i>	Reading, Spellings and times tables (approx. 15 minutes)
Prep 6	Reading, Spellings and times tables (approx. 15 minutes)  MATHS (30 mins) <i>two days to complete</i>	Reading, Spellings and times tables (approx. 15 minutes)  SPAG (20 minutes)	Reading, Spellings and times tables (approx. 15 minutes)  ENGLISH (30 mins) <i>two days to complete</i>	Reading, Spellings and times tables (approx. 15 minutes)  REASONING/Mix of foundation subjects on rotation after 11+ (30 mins)- <i>Weekend to complete- in on Monday</i>	Reading, Spellings and times tables (approx. 15 minutes)

## Curriculum Entitlement outside the Classroom

There are a number of activities which take place outside the classroom which serve to extend the timetabled curriculum and also to provide pupils with optional co-curricular experiences. This range of opportunities:

- Encourages pupils to extend their subject knowledge and skills;
- Promotes cultural development and aesthetic awareness;
- Boosts health and fitness;

- Facilitates personal and social development: self-esteem, maturity, self-reliance, teamwork and interpersonal skills;
- Promotes a sense of enjoyment and adventure which will engender a life-long thirst for knowledge and a pleasure in learning.

These opportunities are provided through competitions, clubs, assemblies, sports teams, musical activities, productions, visits and visitors, workshops and residential visits.

## **Queries**

Queries on this policy should be directed to the Prep Co-Heads

## **Review and Verification**

This policy is reviewed annually, or as required, by the Prep Co-Heads