



All policies carrying the Bryanston logo apply to any other brands or operations of Bryanston including Bryanston Prep

Bryanston Prep Curriculum Policy (Including EYFS)

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General Principles

At Bryanston Prep we provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) and recognise that the curriculum is much more than a syllabus. It should be dynamic and flexible, providing breadth and balance, giving all pupils, from 3 -13 experience in all aspects of learning - linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic, and creative, and reflecting the ethos and shared values of the school.

The curriculum at Bryanston Prep is wide ranging; it is designed to complement and extend that which, pupils learn at home. It is enhanced by a diverse selection of extra-curricular activities. Together, it is hoped that they will foster the spiritual, moral, social, cultural, intellectual, and physical development, as well as the general well-being, of each pupil at the school.

Our pupils acquire skills in speaking and listening, literacy and numeracy.

Subjects

The main subjects taught in the Prep department are:

English
Mathematics
Science
French
History
Geography
Forest School and Outdoor Learning
Religious Studies
Digital Studies
Art, Design and Technology
Performing Arts
Music



Physical Education (games, gymnastics, swimming)
PSHEE or Floreat (including Citizenship)

These subjects are taught to all pupils in Years 3 to 8 Other subjects are taught as follows:

Forest School (Nursery to Year 5)
Life Skills (Years 3 to 5)
Spanish or French (from Year 6 onwards)
EAL pupils may be prepared for Cambridge First Certificate if appropriate

In Years 1 and 2 the curriculum is broadly based on Key Stage 1 of the National Curriculum, with particular reference, to the National Curriculum Programmes of study for English key stage 1 and the National Programmes of study for Mathematics key stage 1. Science, Geography, History, PSHEE, Art and Craft are taught mainly through cross-curricular topics. The curriculum also includes RS, ICT, PE (including swimming and gymnastics) and Music. French is begun in Y1.

The curriculum in the Nursery and Reception classes follows the Early Years Foundation Stage curriculum, incorporating the seven interconnected areas of learning, three prime areas and four specific.

Prime areas: Communication and Language, Physical Development and Social and Emotional Development.

Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

ECAs (Extra Curricular Activities)

In addition to the main curriculum, pupils in the prep school follow a personal enrichment programme which will include such topics as board games, skateboarding, fencing, scholarship sessions, Polo, Ancient Greek, French culture club, gardening, Science club and sewing. These change on a termly basis and pupils may choose which to follow.

Physical Education

In the prep school all pupils participate in hockey, cross-country running, swimming, gymnastics and dance, cricket, athletics and tennis. They also have opportunities to experience other sporting activities such as climbing and water sports throughout the year.

In the Pre-Prep, physical education includes ball skills, music and movement, gymnastics and swimming.

PSHEE education

(i) reflects the school's aim and ethos; and
(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

This is achieved in the prep school with personal, social, health and economic education being taught by form tutors or the DSL as part of the Floreat programme, supported by assemblies and church services, tutor time, PEP sessions such as current affairs, RS, science, trips and visiting speakers.



In The Orchard Pre-Prep it is integrated across the curriculum through a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

Preparation for life

Pupils are prepared for the opportunities, experiences and responsibilities of later life through the whole curriculum but in particular through PSHEE programme, science curriculum, charity involvement, school council, RS/current affairs. From the earliest age they are introduced to a variety of adult role models through visiting speakers. Pupils in Year 8 are prepared for the challenges of transition to senior school through their summer programme, including a residential activity course.

Careers Education

We provide, accurate, up-to-date careers guidance that:

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential;

Awareness of the future and future employment are intrinsic to the education of the pupils throughout the Pre-Prep and the Prep-school.

- We have recently introduced Life Skills to our curriculum. This subject provides our children to learn skills such as sewing and cooking. During parts of the academic year, we will ask people from the local community to visit Bryanston Prep and talk about their work. These can include doctors, dentists, vets, hairdressers and musicians. Pupils may also be taken on visits to places of work.
- Through assemblies and visiting speakers the pupils also gain information on careers.
- Careers guidance and specific careers events form part of the Floreat Programme, which looks to the different areas of the spiritual, moral, social, and cultural development of our pupils.

Access to the curriculum

All pupils at the school have access to the main curriculum. Our learning support staff, class teachers and specialist subject teachers offer extra encouragement and remedial help to pupils with learning difficulties to enable them to learn and achieve across the main curriculum. This may take the form of early intervention, in 1:1 or group sessions. If necessary, more formal sessions are arranged for learning support lessons, following consultation with the parents.

Able pupils are given extension work to help them develop at a speed which is more appropriate and satisfying for them. There is also an additional enrichment programme for our scholarship pupils, which takes place during Saturday morning sessions and ECAs. Provision will be made, as required, for any pupil with specific physical needs to enable them to access the curriculum as fully as possible.

Visiting pupils from abroad are entitled to be taught all subjects in the main curriculum. To support them, they have individual or group lessons with our qualified EAL teacher.



Organisation and Planning

There is a policy document and departmental handbook for each subject detailing programmes of study for each year group. Termly and half-termly forecasts are produced by teachers and held electronically.

Teaching and learning

There is an additional policy on teaching and learning.

English 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.

Pupils are taught to write using the patterns of language vital to understanding and expression in different subjects, including the construction of sentences, paragraphs and texts that are often used, e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to develop arguments; to understand, use and spell the technical and specialist vocabulary of different subjects; to use spoken language precisely and cogently and to ask relevant questions; to listen to others, and to respond and build on their ideas and views constructively.

IT across the curriculum

Pupils will be given opportunities to apply and develop their IT capability, through the use of, IT tools to support their learning in all subjects, including researching, presenting work, sharing and exchanging information, reviewing, monitoring and evaluating their work. Pupils in Years 7 and 8 have an iPad device which is now used within our KS3 curriculum. These iPads are kept at school overnight but are the responsibility of the pupil.

Health and safety

When working with tools, equipment, and materials, in practical activities and in different environments, including those that are unfamiliar, pupils will be taught to recognise hazards, assess risks, and take steps to control the risks to themselves and others.

Monitoring and evaluating

The curriculum is monitored and evaluated by the Head, Heads of Section and Head of Teaching and Learning.