



# **Keble Prep Curriculum Policy**

## **Aims**

This written policy takes into account the ages, aptitudes and needs of all pupils, including those with an EHC Plan.

Keble Prep offers a broad, balanced curriculum in keeping with its aims as a preparatory school which aims to offer the best possible full-time education to boys from 4 - 13. This means that educational opportunities are carefully planned to allow development in all major areas of learning to allow all Keble boys to grow, achieve and succeed across the whole curriculum which encompasses:

- the major academic subjects
- the arts
- sports and physical development
- social, moral, spiritual and cultural awareness including actively promoting the British values of democracy, rule of law, individual liberty and mutual respect for those with different faiths and beliefs (or those with no faith or beliefs).
- personal development, including character development, study skills, health, preparation for assessments and interviews and independent learning and preparation for adult life and future careers, especially in Years 7 and 8.

In order to facilitate this curriculum, the timetable is reviewed regularly. This ensures that consideration is given to changes in the education system in general, and that opportunities to improve the curriculum available to the boys are taken. Examined areas of the curriculum are planned by following the Independent Schools Examination Board ISEB syllabus, especially for Years 6 – 8. Prior to the summer of Year 6, due regard is given to the syllabus the boys will need to cover as they progress through English and Maths pre-testing in Year 6, and the Key Stage 3 syllabus, mostly defined by the ISEB, from the summer of Year 6 onwards.

For all other subject areas, the National Curriculum is used as a basis for planning and is augmented with other material available either from the ISEB or from various sources. Teaching hours are as follows:

Reception:

Years 1 - 4 - 5 and a half hours per day (27.5 hours per week)

Years 5 - 8 - 6 hours per day (30 hours per week)

Curriculum planning is carried out with great care, both for the long, medium and short term. The long-term plans are available for each area of learning, incorporating an overview of the aims of the subject and how it is to be taught year on year. Medium-term plans are called 'Schemes of Work' and are prepared by each subject teacher term by term, outlining exactly what is to be taught in that term and what

resources are to be used. Finally, teachers in the Junior School prepare their own weekly and/or daily plans for individual lessons. The Senior School staff record any amendments and updates to their schemes in their planners. Termly overviews can be found on the school website.

At all stages of planning and in schemes of work the ages, aptitudes and needs of all pupils, including those pupils with Educational Health and Care Plans (EHCP) are taken into account.

All Keble staff incorporate the Keble Checklist for Planning when drawing up their plans and in particular take into account the needs of **all** the boys in any particular subject area, or groups of subjects. Differentiated teaching and learning is a requirement within each mixed-ability class or set and due regard is given to those with a pupil passport or EAL requirements. (See Teaching and Learning Policy, Inclusion Policy).

The school gives priority to the academic subjects in timetabling. Generally, academic subjects are only missed for agreed reasons at the discretion of members of the SLT who monitor this. Parents are made aware of these expectations by way of the Parents' Handbook, which is updated on an annual basis. Trips and visits are organised with care to avoid disrupting the daily routine too often. The school will endeavour to ensure a balance between academic commitments and other activities.

All areas of the curriculum are subject to regular review following advice from ISEB and the DfE. The Head, Director of Studies and Head of Junior School, liaise to ensure the curriculum is fully reflective of the school's aims and objectives and advise the Governing Body by way of the Education Committee.

Regular liaison is encouraged between all staff across the school, to ensure continuity and progression of the curriculum. The School Handbook and policies make clear the expectations on teachers as do their job specifications.

In the Reception classes, the school follows the EYFS framework, suitable for the age, aptitude and needs of the children in the class.

### **Senior School Preparation**

The School prepares boys for senior school pre-tests and assessment processes and either for Common Entrance or Scholarship exams, guided by the ISEB Common Entrance Curriculum. Where senior schools do not require Common Entrance, the affected boys still follow the CE syllabus, adjusted accordingly, with preparation provided for the specific type of examination they will sit. Many schools have their own entrance examination process and Keble liaises with them to ensure the boys are fully supported. For boys sitting 11+ examinations additional support in preparation for the ISEB pre-tests is given and lesson through Year 5 and 6 focus on preparation for Verbal reasoning tests.

## **Good Practice/CPD**

To ensure good practice in disseminating the curriculum, teachers are referred to the Teaching and Learning Policy, the Marking and Feedback Policy, Assessment, Recording and Reporting Policy and the Homework Policy (available to parents on request). These policies are subject to regular review and aspects are discussed during staff meetings and INSET.

## **Curriculum Development and Subject Leadership**

Apart from the Senior Leadership Team, all teachers are expected to seek ways to both promote and develop their subject area within the school for the benefit of all the pupils. This involves those responsible seeking appropriate training courses or material or liaising with those in similar positions in other schools. It also means that each teacher must ensure that they involve colleagues in planning for the development of the subject area and that the annual development plans (revised by half term in the Summer Term) are reflective of best practice and demonstrate suitable innovation in the curriculum area.

## **Subjects**

The curriculum, in accordance with section 8 of the Education Act 1996 aims to provide boys with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Therefore, the curriculum covers the following subjects:

### **Examined subjects:**

#### **Core:**

English (including Literacy, Speaking & Listening skills)  
Mathematics (Numeracy skills)  
Science

#### Also:

French  
Geography  
History  
Latin  
Religious Studies

### **Non-examined subjects:**

Art and Design  
Technology  
Music  
Personal, Social, Health, Economic and Education (PSHEE)  
Physical Education  
Games

For boys in Reception the curriculum follows the EYFS framework and is designed to ensure that all aspects of the wider curriculum are represented in their learning.

In order to ensure that each boy has the best possible chance to realise his potential, the school takes care to follow his progress and to offer further help and support where possible. Regular liaison is carried out between form tutors, subject teachers and the SENCo. The SENCo is responsible for the Learning Support Team (LST) who provide in class, individual or group support within school time. In addition, various staff meetings are given over to discuss any boys' progress and to discuss the findings of assessments. These are led by the senior staff and are a forum where each boy's academic or wider progress is discussed and strategies agreed.

The aim is to track, support and develop each boy's whole development.

The Head may agree to place a boy in a year group ahead of, or below, that designated for their date of birth but only in agreement with the parents and with due regard to the possible ramifications of such a move on his development, learning and future transition to senior school.

Boys are gradually introduced to the expectations of behaviour in a modern British society as they progress through the school. This begins with positive social and behaviour skill development to ensure that each boy understands what it means to be 'kind' and supportive of others. The school values and aims are used to reinforce positive behaviour.

As the boys mature, they are exposed to discussions throughout the curriculum and around school, where issues are considered and appropriate responses and behaviours modelled or demonstrated. Boys are encouraged to take responsibility for their actions and in terms of contributing to wider school life in line with the school's values and those of wider British society.

### **Special Educational Needs**

Keble has a strong academic ethos and pupils are offered support in order to access the curriculum. However, it has made provision for those who have particular or specialist needs. Keble follows an Equal Opportunity Policy. All boys who have learning needs are considered for further provision of support within the classroom or by way of referral to the school's SENCo. Where appropriate, pupil passports are created for each boy whether for learning needs or for their wider needs, in keeping with the spirit of Educational, Health and Care plans. The School follows a graduated response to a concern, please see the LS Policy.

### **English as a Foreign Language**

Where pupils have English as an Additional Language (EAL), every effort is made to encourage the development of learning (written and spoken English) - see EAL policy.

## **Social Development**

The policy and curriculum reflects the school's aims and ethos of the school is to ensure that the boys learn respect for others, self-discipline and values of decency, cooperation and kindness. Apart from form periods and assemblies, teachers are encouraged to promote good values within their own subject areas, as the opportunities arise. Throughout the school we aim for boys to learn and demonstrate respect to everyone and in particular towards the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity, as set out in the The Equality Act 2010.

The school follows the 'Jigsaw' PSHEE programme which has wellbeing and mindfulness at its core. In the Junior school it is delivered by the form teacher and in Year 5-8 by the Deputy Head. Keble Prep places great emphasis on the mental wellbeing of the boys and further information on the school's approach to this can be found in the Mental Health and Wellbeing policy.

### **Cross-curricular**

Teaching staff are encouraged to develop cross-curricular links with other subjects, wherever possible. It is recognised that subject boundaries are convenient but do not reflect the totality of the learning experience.

### **Careers Guidance**

As part of their education at Keble, boys from Reception onwards experience exposure to various careers which adults may pursue. The boys in Years 7 and 8 will be given guidance by way of Form discussions, PSHEE and Spiritual, Moral and Social education, as well as from assemblies. Throughout the senior school visiting professionals will be invited to speak to the boys about their careers. Any guidance is given in an impartial manner; it is designed to help the boys make informed choices about their future careers and helps to encourage them to fulfil their potential.

### **Resources**

In order to provide the best possible learning opportunities, teachers are encouraged to review all their resources regularly and to discuss budgetary requirements with the Head and the Bursar.

### **The Future**

The school endeavours to prepare its boys for the future. The ethos of the school is to create an environment where all boys can grow, achieve and succeed.

The school's development plan is built around these objectives and is reviewed every year by the SLT in consultation with staff.

**Effective implementation:**

We seek to ensure this policy is implemented effectively by the following means:

- Regular reading of the policy by all teaching staff
- Appropriate meetings
- Observation and Appraisal of staff including monitoring of lessons, as well monitoring of digital and written pupil's work
- CPD of staff
- Line management processes
- Assessment (results and pupil tracking)