



BARNARD CASTLE PREPARATORY SCHOOL

CURRICULUM POLICY

Author: Simon Ayres (STA)

Action	Responsibility	Date
Reviewed	Deputy Head (Academic)	January 2023
Approved	Headmistress	January 2023
Next Review	Deputy Head (Academic)	January 2024



Contents

Aims of the Policy

Curriculum Rationale

Curriculum Structure

Character Education

Subject Allocation

Homework

Year 6 Achievement Award

Assessment

Special Educational Needs

Relationships and Sex Education

Spiritual, Moral, Social and Cultural Education

Liaison with Senior School



Curriculum Policy

Aims of the Policy

- To share the key rationale for the Prep School Curriculum.
- To ensure that the curriculum is highly effective at developing a balance of knowledge, skills and understanding.
- To ensure that the curriculum is very well planned and that there is progression in all subjects and that pupils are very well prepared for their next phase in education and beyond.
- To ensure that the Prep School thematic curriculum enable meaningful cross curricular links which are planned purposefully and innovatively to enhance pupils transfer of learning between different subjects.
- To outline how our Barney Education works alongside our Barney Curriculum to develop both each pupil's unique character and academic achievements.
- To ensure the curriculum is adapted to meet the needs of all its pupils.

Curriculum Rationale

At Barnard Castle Prep School we are proud to deliver a broad, balanced, rich and creative curriculum which enables and challenges all pupils to fulfil their potential. Alongside our curriculum, our 'Barney Education' develops happy, confident, resilient, intellectually curious learners who are tolerant and driven, with an undercurrent of humility. We develop each pupil so they are ready and prepared to face the next stage in their academic journey and ultimately, embrace and lead in an ever-changing world.

- 1. To ensure that the curriculum is highly effective at developing a balance of knowledge, skills and understanding.**

The Pre-Prep and Prep School Curriculum is based upon the National Curriculum for England and enhanced with our 'Barney Education' ethos. Curriculum content is mapped out from Year 1 to Year 6 ensuring that the knowledge, skills and understanding is broad, spiralled and balanced.

Learning goes on beyond the specified curriculum and we endeavour to provide opportunities for pupils to be creative and follow their passions. We are able to further develop pupils' creative and practical horizons through timetabled Art & Technology, Music, PE, Computing, LAMDA and PSHE. The pupils are taught in groups in bright, well-equipped and fully networked classrooms. Teachers use interactive whiteboard technology in their teaching.

- 2. To ensure that the curriculum is very well planned and that there is progression in all subjects and that pupils are very well prepared for their next phase in education and beyond.**



Individual subject leads are responsible for mapping out and monitoring the coverage, standards and outcomes for their subject across Pre-Prep and Prep School. This can be through a range of monitoring strategies such as learning walks, lesson observations, data analysis, books looks, links with Senior School counterparts and scrutinising long, medium and short term planning.

3. **To ensure that the Prep School thematic curriculum enables meaningful cross curricular links which are planned purposefully and innovatively to enhance pupils transfer of learning between different subjects.**

The Prep School follows a thematic approach. Each term the whole School follow one theme, for example 'Reach for the Stars', 'Deep Blue', 'Little People Big Dreams'. Each year group, under the umbrella of the whole School theme, personalises the outcomes based upon the Knowledge, Skills and Understanding for their year group and age related expectations.

4. **To outline how our Barney Education works alongside our Barney Curriculum to develop both each pupil's unique character and academic achievements.**

A pupil at Barney achieves more than they would in any other school. We create a curriculum aimed to inspire a love of learning and one that offers regular opportunities for pupils to be active seekers of their own knowledge.

We want pupils to leave Barney Prep School not only with excellent personalised academic achievements but also with a set of attributes and characteristics that will enable them to prosper within and beyond the school walls. This in essence is our 'Character Education'.

Underpinning an explicit delivery of character education is the use of a consistent framework of language by all those involved. The language is simple, relevant, understood and embedded into the daily life of the Prep School. We also wanted these to be relatable for our Prep School pupils and so created four superheroes who have special accessories for our pupils to relate to.

5. **To ensure the curriculum is adapted to meet the needs of all its pupils.**

Our Academic Support Department is available for those who need an extra bit of specialist help.

Pupils with Special Education Needs, EHC plans or IWPs are supported by our Academic Support Department, details of which are available in the Academic Support Policy. Support varies from learner to learner and from situation to situation. It may include in classroom support, group intervention, individual intervention or paid for support from one of our Academic Support teachers.

Half termly pupil progress meetings inform swift, effective interventions to support pupils who are finding an area of the curriculum challenging. Alongside this, teachers differentiate learning objectives to ensure there is equal challenge and support.



6. To ensure the curriculum is rich in offering an excellent range of opportunities designed to motivate and inspire.

The curriculum is supported by an array of extra-curricular activities including History and Geography field trips, Year 5 and 6 trip to France, London and Robinwood. Alongside regular trips to the theatre, museums, art galleries and places of cultural interest.

Our vast co-curricular programmes enables the pupils to access a range of new opportunities to enhance the curriculum further and open their eyes to new experiences such as: Podcast, Art, Orchestra, Rock Band, Knitting, Taekwondo, Judo, Hockey and Yoga.

Curriculum Structure

At Barney, we pride ourselves on a curriculum that promotes both the aims of the School in unison with the needs of our learners. All subjects encourage learners' development of speaking, listening, literacy and numeracy skills. Whilst we broadly follow the National Curriculum, our foremost aim is the delivery of a 'Character Education' and the promotion of skills over knowledge. To prepare pupils for the test of life, not a life of tests.

Our Character Education programme falls under the remit of our 'Barney Education' initiative and may be referred to as such. The aim of a 'Barney Education' is to bring together all the strands of Prep School Life (curriculum, pastoral, wellbeing, co-curricular, careers etc) into one, unified, provision that develops skills and confidence beyond a traditional knowledge-based curriculum.



FEEL

How you feel
within



BE

Who you are and
how you behave



SHARE

How you interact
with people



GO

How you learn and
make progress

Character Education

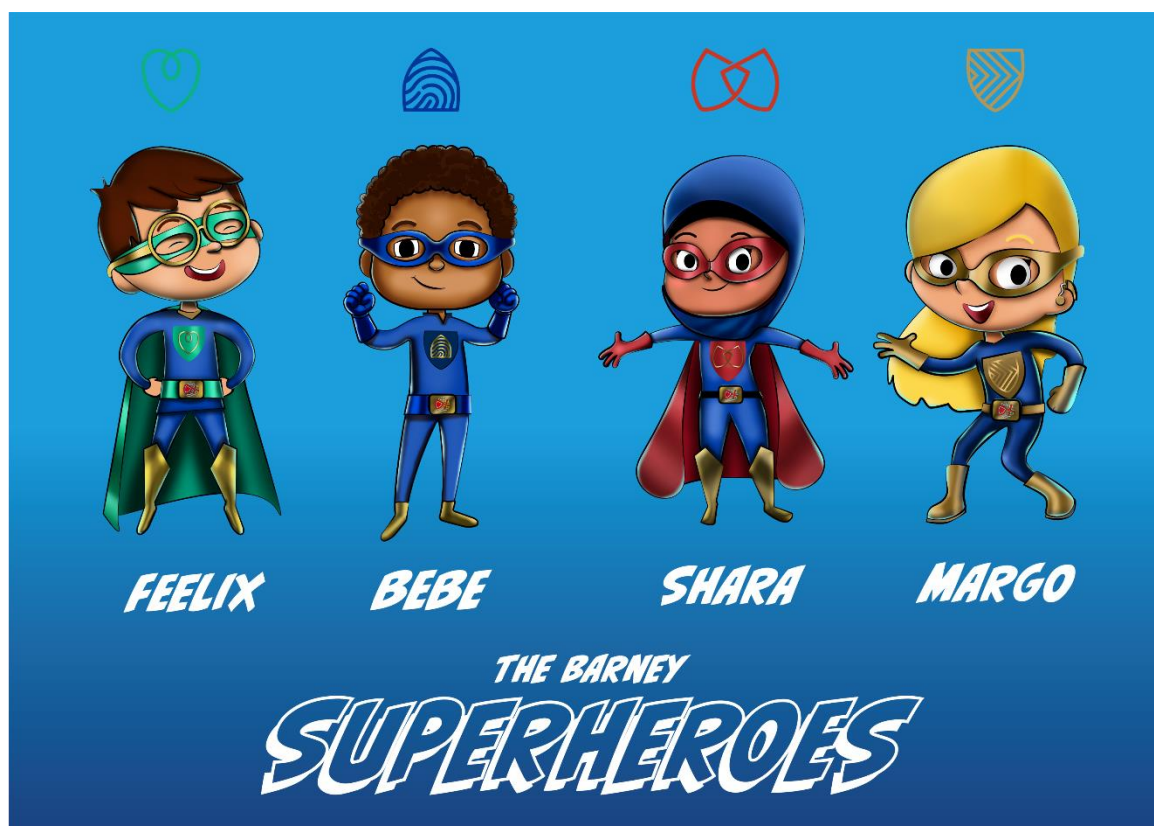
Our Character Education programme focuses more intently than ever on developing the whole child and on providing them with the 'human skills' to succeed in all walks of life. We are mindful of the fact our learners' future, and the skills needed to succeed, are constantly shifting; that many of the career opportunities open to them by the time they enter the workforce may not even exist yet and that we bear a responsibility to provide them with the skills necessary to excel in any number of fields.



Elements of **Feel** (Wellbeing), **Be** (Character), **Share** (Community) and **Go** (Wisdom) are interwoven across the entirety of our curricular and extra-curricular offerings with explicit links made during our teaching. Each strand is broken down into three key virtues: **Feel** – **Courage, Gratitude and Resilience**. **Be** – **Humour, Humility and Integrity**. **Share** – **Compassion, Leadership and Service**. **Go** – **Creativity, Curiosity and Endeavour**.

Pupils are given time to reflect on their progress and performance in a number of areas. We take the time to develop the skills necessary for insightful and purposeful self-reflection, pupils write their own comments for their report and take greater ownership of their own learning.

Each strand is supported and embodied by our four Barney Superheroes:



Each hero is linked to one of the four strands and counts the requisite three virtues as their key characteristics. These are referred to during lessons, found on support materials and feature in success criteria for pupils. Merits are also awarded to pupils based on how well they have embodied the virtues. Our superheroes very much form part of the delivery of our Barney Education in Prep School.

Elements of **Feelix** (Wellbeing), **Bebe** (Character), **Shara** (Community) and **Margo** (Wisdom) are interwoven across the entirety of our curriculum and co-curricular offerings with explicit links made during our teaching.

Pupils are given time to reflect on their progress and performance in these areas using our bespoke Apollo platform. We take the time to develop the skills necessary for insightful and purposeful self-reflection, pupils write their own comments for their report and take greater ownership of their own learning.



Subject Allocation

All of our periods are forty five minutes with wellbeing sessions placed throughout the day (morning and afternoon registrations and class time at 15:25).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art & Technology	90	90	90	90	90	90
Computing	45	45	45	45	45	45
English	360	360	315	315	315	315
Forest School	90	90	90		90	
Geography	90	90	90	90	90	90
Games			90	90	90	90
History	90	90	90	90	90	90
Languages	45	45	45	45	45	45
Maths	360	360	315	315	315	315
Music	90	90	90	90	90	90
Outdoor Education				90		
PE	90	90	45	45	45	45
RE	45	45	45	45	45	45
Swimming	45	45	45	45	45	45

Homework

Homework is set across the School in a way that best suits and serves the needs of our learners.

Reception have daily reading, flashcard and number bond work.

Pupils in Years 1 and 2 continue to focus on Literacy and Numeracy with Reading, Spelling and Mathematics homework once a week.

Pupils in Years 3 to 6 also follow this pattern with slightly more time allocated to homework in each year. They also have 'Takeaway' homework – a series of choice based tasks designed to allow them to continue their studies and follow their interests in a topic they have really enjoyed. Examples of this may include filming a weather report for Geography, making a model of a Roman shield for History or recreating and extending a Science experiment at home.

The aim is to empower pupils to be independent in their studies, to play to their strengths and follow their interests as well as allowing them to develop new ones. We firmly believe in enabling our learners to 'show what they know' in a way that best suits them.



Year 6 Achievement Award

As part of the culmination of the Prep School phase of their Barney journey our Year 6 learners undertake the Year 6 Achievement Award. Pupils undertake a series of curricular and non-curricular units across the year designed to develop not only their academic skills but also personal ones too; skills such as time management, planning ahead, public speaking, collaboration, service to others, research and others. Non-curricular units include a life skills module, first aid and bikeability. Learners will also present their 'Untitled Project': a pupil-driven project where they set their own question, investigate and research it before presenting to a specially selected panel at the end of the unit.



Assessment

Whilst assessment is not the main focus or end goal of a Barney Education, it does form part of the process; allowing us to monitor and measure progress, reflect on the effectiveness of our own teaching and planning, and ensure the needs of all our learners are being met. We do not select on academic grounds, however pupils wishing to join us in Years 3 and above are assessed on entry to gain a better understanding of their ability and, in some cases, to set them.

Pupils in Reception sit CEM BASE tests in September and June.

Pupils in Year 1 complete the DfE phonics screener.

Pupils in Years 2 to 6 sit NGST and NGRT tests in September, with the option for further sittings in February and May.

All of our pupils sit PTE and PTM tests, either on paper or electronically.



Special Educational Needs

Pupils with Special Education Needs, EHC plans or IWP are supported by our Academic Support Department, details of which are available in the Academic Support Policy. Support varies from learner to learner and from situation to situation. It may include in classroom support, group intervention, individual intervention or paid-for support from one of our Academic Support teachers.

Relationships and Sex Education

RSE is both implicit as part of our PSCHCE curriculum and explicit in our Science Curriculum where appropriate. All pupils at Barney are taught the skills needed to manage their lives and given support and guidance to develop their physical, moral and emotional wellbeing, to make informed choices and decisions in everything they do. Pupils' health and happiness are inexorably linked to their ability to learn and to realise their potential, in all areas. Full details can be found in the separate RSE and PSHCEE policies.

Spiritual, Moral, Social and Cultural Education

As part of our PSHCEE and RSE curricula, as well as our Barney Education and the aims of the School, our learners are encouraged to develop a more complete understanding of themselves and how their actions and interactions impact those around them. Through both lessons and wellbeing sessions they are given the opportunities and tools to reflect on their behaviour, their own beliefs and values and how they can be respectful and understanding of others. This mirrors, embodies and reinforces the aims of the School and our desire to develop the whole child and prepare them fully for life beyond the classroom.

Liaison with Senior School

There is frequent and regular contact, at all levels, between both Prep and Senior School to ensure a smooth transition between Key Stages and that pupils benefit from continuity of education. Liaison between Prep and Senior School includes the following:

- Weekly meetings between the Prep School Headmistress and the Headmaster;
- Regular meetings between Pastoral and Academic counterparts across the sites;
- Regular meetings between the Head of Academic Support and Academic Support Coordinator;
- Weekly meetings between the Second Master and Deputy Head in Prep School;
- Shared teaching in Games and SEN;
- Half termly communications meetings open to all.