



MAYFIELD PREPARATORY SCHOOL

Believe It! Achieve It!

Curriculum policy

Contents

Curriculum Policy	3
Introduction	3
Aims	3
Full-time Education.....	4
Supervised Education.....	5
Areas of Experience.....	5
Curriculum Content and Standards.....	6
Special Educational Needs and Disabilities.....	16
Personal, social, health and economic education.....	17
Next steps in Education	18
Compulsory school age.....	18
The learning and development requirements in the EYFS.....	18
Curriculum for pupils over compulsory school age	18
Opportunity to Learn and Make Progress	18
Preparation for the opportunities, responsibilities and experiences of life in British Society.....	20

Curriculum Policy

This is a whole School policy including pupils in the Early Years Foundation.

Introduction

Mayfield Preparatory School provides a happy, purposeful working environment where pupils pursue academic excellence and where pupils are prepared for a variety of examinations including senior school entrance exams, Key Stage 1 and Key Stage 2 SATs. There are specialist staff in Art and Design, Design Technology, French, Classical Studies, Computing, English, Mathematics, Music, Science, Humanities, Physical Education and Games. Pupils are also expected to show courtesy and self-discipline through well-established routines and expectations. Pupil wellbeing is at the heart of teaching and learning at Mayfield.

Aims

- 1) The Governing Body of Mayfield Preparatory School aims to ensure that the Curriculum Policy, supported by appropriate plans and schemes of work:
 - a) takes into account the ages, aptitudes and needs of all pupils, including those pupils with a statement or EHC plan; and
 - b) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- 2) The Governing Body of Mayfield Preparatory School aims to ensure that the Curriculum Policy, supported by appropriate plans and schemes of work, provides that the following matters are implemented effectively:
 - a) a balanced and full-time supervised education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative and religious education, encouraging development for self-confidence, self-esteem and consideration for others. Mayfield has adopted practices set out in the New National Curriculum framework (2014), where it is deemed appropriate and advantageous for the pupils;

- b) that pupils acquire skills in speaking, listening, literacy and numeracy and are expected to develop creative and physical skills;
- c) the principal language of instruction is English, with lessons in written and spoken English;
- d) personal, social, health and economic education which reflects the school's aims and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- e) prepare pupils (and parents) effectively for their next steps in education, including secondary education, with access to accurate, up-to-date guidance that:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of options; and
 - (iii) helps to encourage them to fulfil their potential;
- f) that pupils below compulsory school age, within the Early Years Foundation Stage, are provided with 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;
- g) that pupils above compulsory school age are provided with a programme of activities which is appropriate to their needs;
- h) that all pupils have the opportunity to learn and make progress; and
- i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Full-time Education

Pupils in Pre-Nursery attend school 3 - 5 days per week and are considered to be receiving a part-time or full-time education.

Pupils from Nursery to Lower III (Year 6) are receiving a full-time education. See below for a more detailed breakdown of the hours pupils are in school and the allocation of time for each subject during a normal week.

Supervised Education

Normally, pupils are constantly supervised by a teacher, teaching staff or responsible adult. Older pupils may be considered responsible enough to be on their own (e.g. in the library), although there will always be a teacher or responsible adult nearby or that can be readily contacted.

Areas of Experience

The curriculum is broad and balanced and gives the children a wide range of different experiences.

Early Years Foundation Stage

Children in Pre-Nursery (2-3 years old), Nursery (3-4 years old) and Kindergarten (Reception) are in the Early Years Foundation Stage. The Statutory Framework for the Early Years Foundation Stage and the non-statutory guidance Developing Matters in the Early Years Foundation Stage underpin the curriculum for children in these age groups. There are seven areas of learning and development that are interconnected and are delivered using a cross-curricular approach when appropriate.

Personal, Social and Emotional Development, Communication and Language and Physical Development are met in various ways in all teaching. Literacy and Mathematics are taught through daily lessons, while pupils experience Understanding the World and Expressive Arts and Design in weekly sessions. From the Summer Term in Pre-Nursery to the end of Transition (Year 1), Read, Write, Inc (RWI) is delivered to the children in small groups, forming a comprehensive phonics programme. Children are introduced to Mathematics through a variety of activities, including Numicon. For more detailed information, see the Curriculum (EYFS) Policy.

All children in the Early Years Foundation Stage have access to outside play areas and are provided with a variety of stimulating activities including Forest Schools.

In Kindergarten, Nursery and Pre-Nursery, pupils are also taught by a specialist Music teacher. Kindergarten pupils are also taught Computing and Physical Education by specialist teachers.

Key Stage One and Two

Pupils in Transition (Year 1) and Form I (Year 2) are in Key Stage One. Pupils in Lower II (Year 3), Form II (Year 4), Upper II (Year 5) and Lower III (Year 6) are in Key Stage Two. Pupils in both Key Stages receive 26 hours of teaching each week, including daily English and Maths lessons. A single lesson is 30 minutes. Many subjects, particularly the core subjects of English, Mathematics and

Science, are taught in double lessons of one hour. PSHE, RE and RSE themes are continued in Assembly and Form Time throughout each week. Most of the English, Science, Maths, Art, Design Technology, Verbal Reasoning (VR) and Non-Verbal Reasoning (NVR) lessons in Key Stage Two are taught in split classes (sometimes by ability) with specialist teachers in specialist rooms to provide more individual, personalised learning and enhance pupil wellbeing. Halfway through the Autumn Term in Lower III, VR and NVR lessons are replaced with other subjects after 11+ exams have finished. Homework is set to reinforce the learning during the school day. From Kindergarten to Lower III, pupils take a reading book home every evening, spellings are set and from Transition to Lower III, homework is set every evening in either English, Maths or topic (see Homework Policy for further details).

Curriculum Content and Standards

The overall content for each year is set out in the Curriculum Map (long-term planning) and medium-term planning which is written and updated by individual teachers. Weekly planning will give more detail of how each topic is delivered as appropriate to the needs of the children. It is expected that all pupils will be confident with the elements of the National Curriculum (2014) as set out for their age.

Linguistic

Reading

- In the EYFS, the teacher introduces concepts of print and teaches synthetic phonic skills using the RWI scheme, with the whole class on a daily basis.
They take home letter sounds to learn on a weekly basis. Initially, children take class or library books home to share with their parents. When the teacher feels the child is ready, he/she begins to take a scheme book home. Our reading books include those linked to the RWI scheme and the Oxford Reading Tree (ORT).
- In Key Stage 1, Pupils follow the RWI phonics reading programme in Transition, participating in daily guided reading and RWI sessions, and take a reading book home every night. By Form I, pupils have progressed onto the ORT scheme. A reading log maintains good communication between parents and teachers.
- In Key Stage 2, pupils continue on the ORT scheme, then will progress onto library books during Lower II. The focus is on: developing higher order reading skills such as: inference and deduction, skimming and scanning, vocabulary building, critical thinking, analysis of the structure/organisation of texts and the writer's use of language, sentence structures and rhythms.
- Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions and differentiated reading

groups. Children continue to participate in guided reading sessions and teachers listen to children read at least twice weekly.

- Children take class or KS2 library books home on a daily basis to read either independently or with their parents. These are banded according to ability and children are encouraged and supported in progressing through the ability bands. Children are also given the opportunity to read independently on a daily basis in form time, ERIC time, through class dedicated library sessions and weekly guided reading lessons.
- Across all year groups throughout the school, whole class texts are incorporated into literacy lessons and form a basis for shared reading and learning.
- As well as the above, all children are provided with the opportunity to borrow library books. Children are encouraged to choose fiction and non-fiction books, which they are interested in which helps to promote reading for pleasure. The library is also used for regular story time sessions. Children from Year 6 are chosen to be Junior Librarians, who run the library on a daily basis.

Writing

At Mayfield children are taught:

- spelling and handwriting
- articulating ideas and structuring them in speech and writing
- In the EYFS to Transition, the spelling scheme in RWI is followed. From Transition to LIII children have weekly spelling tests, including following phonetic word family patterns and common exception words for their year group.
- In the EYFS and Key Stage 1, children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practising these skills themselves. They use a variety of stimuli for writing such as trips, texts, poetry, pictures, topic work. Children are taught to write across a variety of genres in fiction and non-fiction forms: these are often linked to whole class texts that are being studied.
- In Key Stage 2, children learn how to write in a variety of styles, for a variety of audiences. They are taught more complex rules of grammar and syntax and are encouraged to use these in their independent writing. Children are encouraged to use a more sophisticated range of vocabulary and imagery by accessing dictionaries and thesauruses and reading more challenging texts. Children are encouraged to take an active part in revising/reviewing their own and others' work.

Handwriting

From the EYFS to Lower III, pupils follow the Kinetic Letters Programme and are taught individual letter formations, with focus on pencil grip and sitting position. From Key Stage Two, pupils are taught a cursive writing style. Handwriting pens are introduced in the second term of Lower II - pupils are

awarded pen licences when their cursive writing in ink reaches the required standard.

Speaking and Listening

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening;
- To develop children's awareness that different situations require different forms of oral expression;
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech;
- To recite and perform a range of age appropriate poetry;
- To learn nursery rhymes;
- To sing songs; and
- To encourage the development of speaking and listening skills through the participation in productions, festivals and examinations.

Verbal Reasoning

From Lower II to Lower III, pupils will also be taught verbal reasoning skills in preparation for Senior School Entrance examinations. Pupils are taught to reason logically and to read, understand and carry out instructions accurately and quickly. Topics include: synonyms, antonyms, definitions, word progressions, codes, substitution, sequences, prefixes and suffixes. Pupils are frequently assessed to monitor progress and diagnose areas to improve.

Foreign Languages

Pupils learn French from Kindergarten to Form II. In Upper II, pupils learn Ancient Greek and in Lower III, pupils learn Latin in Classical Studies lessons. Lessons are usually 30 minutes, rising to 1 hour in Lower III. Lessons are to develop listening, speaking and understanding skills through songs, rhymes and role play, leading to reading and writing skills in older year groups. Languages are taught in Topics, in which pupils are also introduced to the different customs and culture in countries where the language is spoken. In French, topics include: greetings, personal information, dates, family, pets, school subjects, giving opinions, hobbies and sports, likes and dislikes, the present tense, numbers, the time, my house, the body, descriptions, clothes, my town, shops, transport, professions, futures plans, writing letters and French costumes and culture. In Classical Studies, the curriculum is split between learning about the history and culture of the Ancient Greeks and Romans, and learning the basics of reading, understanding and translating Latin, and becoming familiar with the Ancient Greek alphabet and some common Greek words.

Mathematical

Pupils in Key Stage One and Two receive daily Mathematics lessons. Teachers follow the White Rose Maths scheme and also use a wide variety of resources, including online learning apps and programs to supplement

the pupils' learning. The pupils' knowledge and understanding of Mathematics is developed in a variety of ways beginning with concrete use of practical materials, progressing to pictorial methods and then to abstract calculations. Pupils learn to use formal calculations, recognise patterns and relationships in numbers and space and show understanding in a clear and logical way. Pupils are stretched and challenged with problem-solving activities and exploring ways of using and applying mathematics in different areas. Mathematics is taught by specialist teachers throughout Key Stage Two. At least half of the lessons each week are delivered in half class groups and are often ability based. All pupils in Lower II and Form II take part in the First Mathematical Challenge. All pupils in Upper II and Lower III are entered for the Primary and Junior Maths Challenges, and pupils in Key Stage Two take part in Maths Challenges in other schools.

Non-Verbal Reasoning

From Lower II to Lower III, pupils will also be taught non-verbal reasoning skills in preparation for Senior School Entrance examinations. Pupils are taught to reason logically and to read, understand and carry out instructions accurately and quickly. Topics include: sequences, patterns, 2D and 3D shapes, codes, analogies and similarities. Pupils are frequently assessed to monitor progress and diagnose areas to improve. In Lower II and Form II, pupils receive 1 lesson per week of non-verbal reasoning, taught in full classes. In Upper II and the first term of Lower III, pupils receive 2 lessons per week of non-verbal reasoning, taught in full classes.

Scientific

The children in Key Stage One and in Key Stage Two have two Science lessons each week. In Upper School, there is one whole class lesson and one half class double lesson. Lessons are taught in the well-equipped, purpose-built Science Lab and Science Prep room. Pupils develop their knowledge and understanding of nature, materials and forces, and the skills of scientific enquiry.

The 5 main areas of scientific enquiry are at the heart of the teaching and learning of Science; comparative and fair testing, observing over time, pattern seeking, identifying, classifying and grouping, and undertaking research. Pupils record their findings in a variety of ways such as explanation texts, labelled diagrams, Venn Diagrams, Carroll Diagrams, posters, presentations and digitally using Seesaw. Pupils are encouraged to utilise skills developed in other curriculum areas such as Mathematics, Geography, English, Art and Technology. These skills include; observing, research, forming hypotheses and conducting experiments. As pupils move through the school more formal records of investigations are kept which include, prediction (with reasons), equipment, method, results and conclusion.

All practical lessons, particularly where equipment, sharp tools and machinery are used, are carried out in accordance with the whole school Risk Assessment and Health and Safety Policies.

Technological

Pupils in Key Stage One and in Key Stage Two receive a weekly designated Computing lesson delivered by a specialist teacher. In topics, pupils learn to write, explain and correct algorithms, create, debug and logically analyse programs, create, store, manipulate and retrieve digital content, uses of technology beyond school, online safety, control and simulate physical systems, solve problems, use sequence, selection and repetition in programs, understand networks, such as the internet, world wide web and communication and collaboration opportunities including emails, use search technology effectively, select, use and combine a variety of software to collect, analyse, evaluate and present data and information. The staff collaborate to ensure that the Computing supports and enhances other areas of learning they are experiencing. All pupils have access to a full class set of iPads and a ½ set of laptops to use throughout the wider curriculum, supplementing key areas of learning, using educational websites, such as MyMaths, Atom and Seesaw, to introduce concepts and support learning.

Pupils in Key Stage One and in Key Stage Two receive a weekly Design and Technology (DT) lesson, usually with a specialist DT teacher in the purpose-built, well-equipped Art and Technology room. In DT, pupils acquire and apply knowledge and understanding of Materials and components, Mechanisms and control systems, Structures, Food and horticulture, Textiles and surface pattern, Existing products, Quality, Health and safety. In Design and Make Assignments (DMA), pupils should be able to recognise a need, design ideas about how the need will be met and develop products that meet the need. Pupils will evaluate products that will be used specifically towards completing the DMA. Focused Practical Tasks (FPTs) will give pupils an opportunity to practise any new skills they will need during the DMA. Pupils will evaluate their products and those of others; identifying strengths and weaknesses by carrying out appropriate tests and implement improvements they have identified.

All practical lessons, particularly where equipment, sharp tools and machinery are used, are carried out in accordance with the whole school Risk Assessment and Health and Safety Policies.

Human and Social

History, Geography, PSHE, RE and RSE may be taught within the topic. Pupils learn about their local environment, and much use is made of the school grounds. Pupils follow an enquiry-led curriculum, which focuses on key questions on a range of topics. EYFS pupils regularly use the school grounds

and children from Pre-Nursery to Lower III receive Forest Schools teaching for an afternoon during one half term each year. Pupils develop their understanding and appreciation of their environment, now and in the past.

Pupils are engaged with a relevant, exciting and challenging Humanities curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century as it:

- Helps our pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time and changes over time;
- Develops skills of critical thinking;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society; and
- Enables the learner to understand core concepts, such as cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world.

Geography aims to help pupils develop an understanding of the three key concepts of location, spatial distribution and spatial interaction through topics such as: settlements, weather, adaptation, diversity, culture, global citizenship, concepts of scale and the environment.

History aims to help pupils develop an awareness of the past and its impact on the present, order, sequence and describe events, understand some of the ways in which historians find out about the past, use, and evaluate the reliability, of sources of evidence, question why things happen and why people make decisions and offer reasons, be aware of similarities and differences between themselves and others, and among families, communities and traditions and differences between way of life at different times and recognise people of the past may have had different beliefs to those held presently.

As pupils progress as geographers and historians, they develop perspective through:

- Wider, more detailed and chronically secure knowledge;
- More focused and precise methods of enquiry and communication of understanding;
- A deeper understanding of more complex geographical and historical issues and concepts;
- Key question-led enquiries that are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question through

- a variety of learning activities, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- recording their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports, PowerPoints and oral accounts and presentations of their work, including the use of ICT and making cross-curricular links where relevant;
 - Enquiry-led learning to develop the following hierarchy of skills:

Recognise
 Identify
 Describe
 Observe
 Select
 Categorise
 Classify
 Sequence
 Connect and make links
 Compare and Contrast
 Recall
 Reason/Speculate
 Summarise
 Synthesise
 Construct informed responses
 Interpret and explain
 Demonstrate understanding
 Empathise
 Reach Informed Conclusions
 Make reasoned Judgements
 Reflect
 Justify
 Apply
 Evaluate
 Critique
 Hypothesise – devise valid enquiry questions

PSHE, RE and RSE ([see separate policy on RSE for further details](#))

Mayfield Preparatory School has a Christian foundation and as such Christianity forms the basis of assemblies and how we all have a role to play in the family of Mayfield. Our Mayfield family is multi-cultural, multi-racial and we encourage the respect, harmony and understanding of other religions and cultures within our society, and we respect the beliefs of all those in our school community, including those with no affiliation to a particular religion. We actively celebrate various religious festivals of a variety of religions, to engage the whole school population, eg Diwali, Eid, Vaisakhi, Chines New Year,

Hannukah, Christmas, Easter, Harvest, etc. An Assembly Rota is prepared in which RE and PSHE themes for assemblies are listed.

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in Kindergarten who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors.

The ERA states that the religious education syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

RE, PSHE and RSE are covered in the 'Personal, Social and Emotional' (PSED) and 'Understanding the World' (UW) learning areas of the Early Years Foundation Stage. In the Early Years Foundation Stage, RE is sometimes an integral part of the topic work covered during the year such as 'Harvest', 'Christmas' and 'Easter' as well as 'Celebrations' and 'My Family'.

RE, PSHE and RSE are taught as a whole class lesson for one hour per week in Key Stages 1 and 2, and there are also cross-curricular links with other subjects. In RE, the six major religions are studied: Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism. Topics are chosen to educate the pupils in the tenets of each of the religions and to compare places of worship, festivals, holy books, beliefs, important religious figures and prayer, etc. Through the teaching of RE, we aim to promote knowledge, understanding, tolerance and respect of each other's religions, faiths and beliefs. In PSHE, pupils learn about health and hygiene, positive thinking, safety, aiming high, respecting rights, teamwork, one world, money matters and British values, etc. In RSE, pupils study topics on for example the human body, growing up, be yourself and relationships, etc.

Within PSHE, RE and RSE, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within teaching and learning.

All children are encouraged to take part in a range of practical activities to promote active citizenship and fundamental British Values e.g. termly charity fundraising, the planning of special events in school, forming class rules, school council meetings and by taking on roles and responsibilities for themselves, for others and the school.

Physical

In the EYFS, children in Pre-Nursery and Nursery receive at least one weekly PE lesson and all children in the EYFS are given further opportunities for physical

exercise and activities on a daily basis as part of their usual curriculum, free-flow activities and continuous provision. Children in Kindergarten receive two weekly PE lessons, pupils in Key Stage One receive three weekly PE lessons and pupils in Key Stage Two receive two weekly PE and Games lessons from specialist teachers. Lessons may take place in the sports hall, playground or sports field. In addition, pupils in Lower II and Form II receive a weekly swimming lesson. The PE and Games curriculum includes: dance, gymnastics, team games such as football, netball, hockey, rugby, cricket, rounders, athletics, orienteering and adventurous activities, cross country and short tennis. Extra-Curricular practices and sports clubs take place after school, at break times and lunchtimes, may include, but are not limited to, football, rugby, cricket, gymnastics, cross country, athletics, tennis, badminton, basketball and netball. The pupils are encouraged to play with a wide variety of playground equipment during playtimes at morning break and lunchtime, and, weather permitting, are able to make use of the extensive Paddock.

Opportunities for Competition-

Children are given opportunities to compete at different levels in lessons against their peers, inter-house and inter-school competitions. Separate Sports Days for EYFS, Key Stage 1 and Key Stage 2 are held in the Summer Term. Throughout the year children are selected to compete against other schools in Football, Rugby, Netball, Cross country, Swimming, Rounders and Cricket.

Pierced ears

Children are not permitted to wear pierced earrings during physical activity lessons both in school time and as part of after school clubs. Teachers are not allowed to take out or replace children's earrings if they are unable to do so themselves, therefore earrings should be taken out at home on PE days.

If a child has recently had their ears pierced and are unable to remove their earrings, they will not be permitted to take part in PE lessons or after school sports activities for 6 weeks, after which time they will be expected to remove their earrings in order to participate in PE activities. For this reason, we encourage parents who wish to get their child's ears pierced to do so at the start of the summer holiday.

All PE, Games and Swimming lessons, as well as extra-curricular clubs, competitive events in school and against other schools on-site and off-site, playtime and other physical activities in the curriculum, are carried out in accordance with the whole school Risk Assessment and Health and Safety Policies.

Aesthetic and Creative

Throughout the school, Art and Design, Music and Drama are approached

using topic teaching. In the EYFS, children learn these skills through the Expressive Arts and Design strand of the Early Learning Goals.

All pupils throughout the school have Music lessons with a specialist Music teacher either in a specialist music room or the old school hall. Children in EYFS receive 2 singing and at least 1 Music session per week. Pupils in Key Stage One and Two receive two single or one double Music lesson and at least one singing session each week from a specialist teacher. Pupils also sing hymns and songs in daily assemblies. The Music curriculum teaches pupils to: sing expressively and creatively; play and perform tuned and untuned instruments musically in solo and ensemble contexts; listen, appreciate and compose music drawn from different traditions and from great composers and musicians; use their voices and play musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations; and develop an understanding of the history of music. Pupils from the Summer Term of Transition are able to have piano lessons with a visiting specialist teacher, and from Form I pupils are able to have lessons on a variety of other musical instruments, eg singing, flute, violin and guitar, taught by visiting specialist teachers in the music room or a music practice room. There is also the opportunity for pupils to study the theory of music. Pupils are regularly given the opportunity to perform musically in front of their own class and in whole school assemblies. Pupils in Key Stage One form the Junior Choir and pupils in Key Stage Two form the Senior Choir, which regularly perform in school concerts and services, such as the Harvest Festival, Carol Service and Easter Service.

Pupils in Key Stage One and Two receive one hour of Art and Design per week with teaching from specialist teachers in Art and Design. Sometimes in Key Stage two, classes are split with another subject and Art and Design is taught to a ½ class group. Art and Design will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of Art and Design. They will also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. The Art and Design curriculum teaches pupils to: use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; learn about the work of a range of great artists, craft makers and designers in history and from different cultures and traditions from all around the world, describing the differences and similarities between different practices and disciplines, and making links to their own work; develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; and create sketch books in Key Stage Two to record their observations. Extra-curricular opportunities are provided for pupils in Key Stage One and Two with several Art, Craft and Creative Clubs.

Drama is an important part of the curriculum at Mayfield. Speech, debating skills and verbal presentations are an important part of the curriculum and pupils are given the opportunity to develop these skills through current affairs, Science, Humanities, English and PSHE lessons, assemblies, Harvest Festival, Carol and Easter services. Drama techniques are used widely in lessons to develop/support pupils' understanding of a particular topic. Lower III pupils prepare speeches at the beginning of the academic year to the whole school and to their Houses, followed by a whole school vote and House vote to elect the Head Boy, Head Girl, Head Librarian, and House/Games Captains. Pupils in the EYFS, Key Stage One and Two give performances at different times of the year, including Form Assemblies performed to the whole school; Christmas nativity plays performed by Nursery and Kindergarten, and Form I and Transition in the Autumn term; and a scripted play is studied and performed by Lower III in the Summer term. Upper School participate in a performance with the Young Shakespeare Company every year. Pupils in Key Stage Two participate in the annual Speech Festival, sometimes in conjunction with national competitions, such as the Poetry by Heart Festival. All pupils from Transition to Lower III are provided with the opportunity to have LAMDA lessons as an extra-curricular activity working in small groups each week. Pupils work towards annual examinations. Street Katz extra-curricular club provides pupils with the opportunity to develop their creative potential and perform to the school and in a theatre to an audience.

Special Educational Needs and Disabilities

National arrangements for Special Educational Needs transitioned between September 2014 and April 2018 to implement a new system based on the Children and Families Act 2014 and the *SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)*. From 1 September 2014, there were no new statements of SEN and Education, Health and Care Plans (EHC plans) were rolled out instead. This process should now be complete. For Mayfield, as an independent school, much remains as before. The definition of SEN remains the same and the school can still request statutory assessment from the LA when this appears necessary.

The EHC plans of all pupils in this category must be reviewed annually. It is the responsibility of the LA and not the school to review the EHC plan, but the school will check that the review takes place and co-operate with the LA in the review process.

The school resolves to provide, for example, individual education plans (IEPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and (ii) ensure that admissions, discipline and

other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs. The school will also take note of the advice and guidance concerning Equality Act duties contained in the *SEND Code 2015*.

The school has one member of staff with SEND responsibility, in the EYFS, and Upper/Lower School, who regularly reviews the needs of all children, after consultation with the teaching staff. Any child with a learning difficulty that is affecting progress or a disability is given an IEP which is reviewed termly. The school makes its best efforts to ensure that the working environment is suitable for the needs of all the children. Children who are not making expected progress in English or Mathematics are not necessarily given an IEP, but will receive targeted intervention sessions. Lessons are differentiated, where appropriate, to provide activities that are both accessible and stimulating for pupils of all abilities, including those with special educational needs or learning difficulties/disabilities.

Personal, social, health and economic education

Mayfield's approach to PSHEE reflects our aims and ethos. The PSHEE curriculum encourages respect for other people, with particular regard to the protected characteristics set out in section 4 of the Equality Act 2010 as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation;

Refer to the school's policies on RE/PSHE, Equality and the statement of the school's ethos, vision and aims for further details.

PSHEE is taught on the timetable in the EYFS, Key Stage One and Key Stage Two, usually in conjunction with RE. There is a written policy and schemes of work for each year group which are monitored and regularly reviewed. PSHEE is also implemented through cross-curricular links with other subjects, such as Science and Computing, assemblies, Form periods, Circle Time and House Meetings.

Next steps in Education

As Mayfield pupils leave at age 11, no careers advice is given. However, in the EYFS topic on Occupations, parents and visitors are invited in to discuss their jobs with the children and answer their questions. The range of occupations includes, but is not limited to, doctors, pharmacists, nurses, teachers, police officers, fire fighters, solicitors, barristers, business owners, architects, accountants and self-employed. Parents and pupils are also given extensive advice and support in choosing which secondary schools may best suit each pupil. In addition to termly parents consultations evenings, a secondary schools presentation is given to parents and pupils in Upper II (Y5) each May, at a workshop in making applications to secondary schools, selective grammar and independent schools. Private appointments are also held with the Headmaster each March for Upper II (Y5) parents and in October for parents of Lower III (Y6) parents to discuss which secondary schools would best suit their child. In addition, parents are able to make appointments to discuss secondary school options with the Headmaster, Deputy Head, or any other staff.

Compulsory school age

Compulsory school age starts at the beginning of the term after that in which the child becomes five. At Mayfield Preparatory School, there is also an Early Years department and children can enter the school from the age of two.

The learning and development requirements in the EYFS

Mayfield Preparatory School has an Early Years Foundation Stage and follows the learning and development requirements in the EYFS framework. The Curriculum Policy for the Early Years Foundation Stage can be found in the Curriculum (EYFS) Policy.

Curriculum for pupils over compulsory school age

Mayfield has adopted practices set out in the New National Curriculum framework (2014), where it is deemed appropriate and advantageous for the pupils. The learning of the pupils is also extended beyond the National Curriculum and pupils are also taught subjects not in the National Curriculum, such as Verbal and Non-Verbal Reasoning, Current Affairs and forest Schools.

Opportunity to Learn and Make Progress

Strategies to involve all children in active learning are utilised in all subject areas. Suitable work is provided for high and low attainers with individual

support catering for differing abilities. Should a pupil have a statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHC plan), Mayfield provides an education which fulfils his/her requirements. All pupils, including those pupils with Special Educational Needs or Disabilities (SEND) and/or English as an Additional Language (EAL), as well as the most able, gifted and talented pupils, have the opportunity to learn and make progress. Short term intervention programmes, such as extra reading groups and additional Mathematics sessions, are put in place if specific issues are identified. Equal opportunities are offered to all pupils regardless of gender, ethnic origin or physical abilities. The school is based on a Christian ethos and has links with local places of worship of a variety of faiths.

In the Early Years Foundation Stage, assessment of children's progress is linked to the Early Learning Goals, as set out in the Statutory Framework for the Early Years Foundation Stage. Early Years Foundation Stage Profiles are completed for each pupil at the end of Kindergarten (Reception).

All pupils' work will be marked regularly to provide a profile of individual progress. Positive comments, both oral and written, are made to reward and encourage high achievement in presentation, content and effort. House points offer a further incentive. The aim of marking will also be to inculcate pride in written work and individual target setting is suggested where necessary in order that pupils understand how they can improve their work.

Regular assessment and testing charts pupils' progress and guides future teaching. Pupils are keenly motivated by school examinations which are set once a term. This traditional approach enables our pupils to take senior school entrance examinations in their stride. Form I (Y2) pupils sit the Key Stage 1 SATs and Lower III (Y6) pupils sit the Key Stage 2 SATs examinations. Pupil progress is tracked every term and reported to parents from Pre-Nursery to Lower III, and presented to Governors regularly.

For pupils in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, parents receive a formal written report at the end of each academic year. For children in the EYFS, parents receive a report each term of the progress their child is making against the Early Learning Goals. For pupils from Transition to Lower III, parents receive an Autumn Term report and a mid-year report of pupil effort and attainment grades at the end of the Autumn and Spring terms.

For children in the EYFS and pupils in Key Stage One and Key Stage Two, we will also ensure, in accordance with the RSHE statutory guidance, that we have the same high expectations of the quality of pupil's work in RSE as for other curriculum areas, that regular feedback is provided on pupil's progress and

that teaching is assessed and assessments used to identify where pupils need extra support or intervention, with progress being captured through, for example, written assignments or self-evaluations.

For more detailed information, see the Assessment, Recording and Reporting Policy which provides a framework for pupils' progress to be evaluated, by reference to the school's own aims and to national norms.

Preparation for the opportunities, responsibilities and experiences of life in British Society

Mayfield will provide pupils with effective preparation for future life in British society, developing in every young person the values, skills and behaviours they need to get on in life with the aim that all pupils will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience, self-motivation, self-control and respect for others and self, which underpin success in education and employment.

Reviewed : May 2024

Review date: May 2027

Headmaster : Matthew Draper

Chair of Governors : Ed Ng