

Curriculum Policy

This is a whole School policy and applies to all pupils in Mayfield Preparatory School including pupils in the Early Years Foundation Stage.

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 and Key Stage 2 SATs. There is an emphasis on traditional, whole class teaching with specialist staff in Art, Design Technology, French, Spanish, Information Technology, English, Mathematics, Music, Physical Education and Games, Science and Speech. Pupils are also expected to show courtesy and self-discipline through well established routines and expectations.

Aims

Mayfield aims to provide:

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 is working to adopt practices set out in the New National Curriculum framework (2014), where it is deemed appropriate and advantageous for the pupils;

that pupils acquire skills in speaking and listening, literacy and numeracy and are expected to develop creative and physical skills;

where a pupil has a statement, education which fulfils its requirements; and takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan;

that 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;

personal, social, health and economic education which reflects the school's aims and ethos, and encourages respect for other people;

that pupils 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;

subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;

that all pupils have the opportunity to learn and make progress;



effective preparation of pupils for the next steps in their education and for the opportunities, responsibilities and experiences of life in British society.

Quality of Education provided

Full-time Education

Pupils in Pre-Nursery attend school 3 days per week and are considered to be receiving a part-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, Nursery 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. Read, Write, Inc 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.

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 (Reception) and Nursery, pupils are also taught by specialist Ballet and Music teachers. Kindergarten pupils are taught Physical Education by specialist teachers.



Key Stage One

This table shows the number of hours spent teaching each subject every week and the total teaching time across all subjects.

Subject	Transition	Form I
English	6	6
Maths	5	5
Science	2	2
ICT	1	1
MFL	0.5	0.5
Music	2	2
PE, Swimming and Ballet	3	3.5
Topic, including Art, DT, Geography, History, PSD and RE	5.5	5
Total teaching time	25	25

Children in Transition (Y1) and Form I (Y2) are in Key Stage One. Children in Key Stage One receive 25 hours of teaching each week. In Key Stage One, a single lesson is 30 minutes. Many subjects, particularly the core subjects of English, Mathematics and Science, are taught in double lessons (one hour). PSD and RE themes are continued in Assembly and Form Time throughout each week.

Linguistic

The children in Transition and Form I have a daily 60 minute English lesson, usually taught in smaller groups. Read Write Inc is continued until the pupils are confident with the different sounds. Their skills are further developed, primarily using Literacy and Language, but also focusing on improving comprehension skills and encouraging the use of correct grammar, as appropriate to the age and ability of the pupils. Pupils are heard to read at least two times each week. Pupils also receive a single Speech and Drama lesson where they also prepare for performances in assemblies and to their parents. Some pupils choose to take LAMDA examinations. A weekly Spanish lesson is introduced in Transition and taught in Form I.

Mathematical

The children in Transition and Form I have a daily Mathematics lesson. The children's knowledge and understanding of Mathematics is developed in a variety of ways including practical activities, exploration and discussion. Children are encouraged to develop their capacity to solve problems using concepts that they have learned. Children in Form I and Transition have one lesson a week in half class groups.



Scientific

The children in Transition and Form I have two Science lessons each week. Depending on the topic being taught, this could be as a discrete subject, or as part of other on-going teaching.

Technological

Pupils in Key Stage One receive a weekly designated ICT lesson delivered by a specialist teacher in half class groups. The staff collaborate to ensure that the ICT supports and enhances other areas of learning they are experiencing. Key Stage One form rooms are equipped with interactive whiteboards which are integral to the teaching and learning of the children. Use is made of educational websites, such as MyMaths, to introduce concepts and support learning.

Human and Social

History, Geography, PSD and RE are usually taught within the topic. Pupils learn about their local environment, and much use is made of the school grounds. Parents are encouraged to speak to the children about recent historical events and changes that have occurred. Children in Form I and Transition receive Forest Schools teaching for an afternoon during one half term each year.

Physical

Pupils receive weekly PE and Ballet lessons from specialist teachers. Pupils in Form I also receive a weekly swimming lesson. Dance and gymnastics form the majority of the indoor PE lessons, while outdoors activities include an introduction to team games, athletics and short tennis. The children are encouraged to play with a wide variety of playground equipment during playtimes, and, weather permitting, are able to make use of the extensive Paddock. A Lower School Sports Day and a Swimming Gala are held in the Summer Term.

Aesthetic and Creative

Art and Design Technology are approached using topic teaching. Pupils are given opportunities to enhance their learning with practical applications, including painting and model making. Pupils receive two single music lessons and two singing sessions each week from a specialist teacher. Pupils from Form I are able to have lessons on a variety of musical instruments, which are taught by visiting specialist teachers. Transition and Form I pupils form the Junior Choir, which regularly performs in school concerts and annually in the Dudley Music Festival.



Key Stage Two

This table show the number of hours spent teaching each subject every week and the total teaching time across all subjects.

Subject	Lower II	Form II	Upper II	*Lower III
English, including VR and Speech	6	6	7.5	6
Maths, including NVR	5.5	5.5	5	5
Science	2	2	2	2
Art and DT	1	1	2	2
Geography	1	1	0.5	1
History	1	1	0.5	1
MFL	0.5	1	0.5	1
ICT	1	1	1	1
Music	1.5	1.5	1.5	1.5
PE, Swimming and Games	4.5	4	3	3
PSD, RE and Current Affairs	1	1	1.5	1.5
Total teaching time	25	25	25	25

Children in Lower II (Y3), Form II (Y4), Upper II (Y5) and Lower III (Y6) are in Key Stage Two. Children in Key Stage Two receive 25 hours of teaching each week. In Key Stage Two, a single lesson is 30 minutes. Most subjects are taught in double lessons (one hour). PSD and RE themes are continued in Assembly and From Time throughout each week.

* Halfway through the Autumn Term in Lower III, 1 hour Humanities and 1 hour creative writing, often linked to History or Geography topics, are introduced to replace VR and Mindfulness replaces NVR after 11+ exams have finished.

Linguistic

Children receive teaching from specialist teachers in English in form groups in Lower II and Form II, with the support of a teaching assistant. One lesson each week is delivered in half class groups. In Upper II and Lower III, two lessons are taught in half groups, while the other half is taught another subject. These groups are normally determined by ability. Children are encouraged to take part in writing competitions at local schools, such as Highclare. Verbal reasoning is given more time as the pupils progress through the school, in preparation for the 11+ entrance exams, which are taken at the end of Upper II and the beginning of Lower III. Current Affairs is taught in Upper II and Lower III to promote debating skills and develop an interest in the wider world. Spanish is continued in Lower II, French in Form II Upper II and in Lower III. Speech is an important part of the curriculum with pupils being encouraged to speak in public, eg in School and House assemblies.

Mathematical

Mathematics is taught by specialist teachers throughout Key Stage Two. In Lower II and Form II Mathematics is taught in form groups with the support of a teaching assistant. One lesson each week is delivered in half class groups. Two lessons in Upper II and Lower III are taught in half classes, which are often ability based. The children's' knowledge and understanding of Mathematics is developed in a variety of ways including practical activity, exploration, discussion and the use of ICT. Pupils learn to use formal calculations, recognise patterns and relationships in numbers and space and show understanding in a clear and logical way. All pupils in Upper II and Lower III are entered for the Primary Maths Challenge, and pupils in Lower III take part in the Junior Maths Challenge. Non-Verbal Reasoning is taught from Lower II in preparations for the 11+ entrance exams.

Scientific

Pupils receive two double lessons each week. In Lower II and Form II there is one whole class lesson and one half class double lesson. In Upper II and Lower III all lessons are in half class groups. Lessons are taught in the well-equipped, purpose built Science Lab. In Lower II and Form II lessons are taught by form teachers. In Upper II and Lower III lessons are taught by a specialist teacher. The pupils develop scientific skills such as observing, forming hypotheses, conducting experiments and recording findings through a variety of topics.

Technological

Pupils in Key Stage Two receive a double ICT lesson each week. They are taught by a specialist teacher, with the support of a Teaching Assistant if necessary, in Lower II and Form II. There are interactive whiteboards in all form rooms which are used to deliver the majority of the curriculum in all areas. Staff are encouraged to take classes into the ICT room at other times and pupils use skills they have learned with more independence as they progress through the school to produce presentations, for example in Current Affairs, and extended projects, for example anthologies in English. Online learning, for example Atom English, Maths, Verbal and Non-verbal Reasoning takes place several times per week in Key Stage Two. iPads are also used by staff and pupils in class.

Human and Social

History and Geography are taught by form teachers in Lower II and Form II and by a specialist teacher in Upper II and Lower III. Pupils develop their understanding and appreciation of their environment, now and in the past, through visits and by using technology and a wide range of resources. RE and PSD are taught by form teachers or the Head of RE/PSD throughout Key Stage II.

Physical

Formal Games lessons are introduced in Lower II, and pupils are given the opportunity to represent the school in Football, Rugby, Hockey, Netball, Rounders, Cricket, Swimming and Cross Country. PE and Games lessons continue to be taught by specialist teachers and pupils also have the opportunity to develop their skills and interests in a wide range of extra curricular activities held at lunch time or after school. Sports day and Swimming Gala are held in the Summer Term.

Aesthetic and Creative

Children receive teaching from specialist teachers in Music, Art and Design Technology.



The Music and Art rooms are spacious and well equipped. Pupils regularly contribute work to displays around the school. Pupils in Key Stage Two are encouraged to learn an instrument and lessons are taught on a one-to one basis from visiting specialist teachers. Key Stage Two children are able to sing in one of two choirs and can take part in ensemble playing in small groups or in the orchestra when they reach a suitable standard. The Junior and Senior Choirs perform regularly at Music Festivals and all pupils perform in the annual Spring/Summer Concert.

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

This 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 known as Personal and Social Development (PSD) at Mayfield Preparatory School. PSHEE is also implemented through cross-curricular links with other subjects, such as Science and ICT, assemblies, Form periods, Circle Time and House Meetings.



Careers Education

As Mayfield pupils leave at age 11, no careers advice is given. However, parents and pupils are 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 fair is held for parents and pupils in Form II (Y4) and Upper II (Y5) each May, followed by 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 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 September in the school year in which the child becomes 3.

Early Years Foundation Stage

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.

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 mental 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.

Preparation for 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. All pupils will receive a rich provision of classroom and extra-curricular activities that



develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Quality of Teaching

Mayfield ensures that the teaching at the school:

enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves;

involves well-planned lessons and effective teaching methods, activities and management of class time;

shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

demonstrates good knowledge and understanding of the subject-matter being taught;

utilises effectively classroom resources of a good quality, quantity and range;

demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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;

and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

The Governing Body will ensure that a framework is in place for pupil performance to be evaluated by reference to the school's aims as provided to parents.

Curriculum planning

From Pre Nursery to Lower III (Year 6), each subject has a policy and schemes of work which are reviewed regularly by staff, subject coordinators and Heads of Department. In the schemes of work there are long term plans and medium term plans, to which members of staff refer in order to write their short term plans. Weekly planning is checked by the Headmaster and is regularly updated and amended by staff.

Marking/Assessment/Recording/Reporting

In the Early Years Foundation Stage, assessment 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 development and guides futures 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 Lower II 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 pupils in Key Stage 2, 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 more detailed information, see the Assessment, Recording and Reporting Policy which provides a framework for pupils' performance to be evaluated, by reference to the school's own aims and to national norms.

Resources

The school has well equipped specialist teaching rooms for Science, Art, Design Technology, Music, Library, Drama and Information and Communications Technology.

All text books are provided by the school.

There are extensive grounds with onsite facilities for a wide range of sporting activities.

Prevention of discrimination and sex discrimination by segregation

The school will not discriminate by gender segregation in circumstances where this would give rise to actual or potential detriment to the quality of education of children of each gender.

Spiritual, Moral, Social and Cultural Development of Pupils

Mayfield Preparatory School ensures the spiritual, moral, social and cultural development of the pupils by adherence to The Independent School Standards: guidance for independent schools 2019 and by actively promoting the following principles:



The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

enable pupils to develop self-knowledge, self-esteem and self-confidence through a variety of ways, e.g. speaking and performing in front of a variety of audiences;

enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

encourage respect for other people, paying particular regard to the protected characteristics set out in section 4 of the 2010 Equalities Act:

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;

encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

encourage pupils to pursue high standards within a mutually respectful, challenging and co-operative environment;

encourage pupils to nurture a consideration for others, respect for diversity and good interpersonal relationships, in order to encourage children's conversation skills and confidence;

introduce pupils to responsibility in the upper part of the school to create positive role models and a source of caring advice for younger children;



maintain self-discipline and courtesy through well established routines and high expectation; and develop awareness of the needs of others through fundraising activities for charities in the United Kingdom and worldwide locations.

Active promotion of values and principles

The Spiritual, Moral, Social and Cultural Development of the pupils is infused within the day-to-day operation of the school. Fundamental British values are actively promoted in school assemblies and in subject areas such as Personal and Social Development (PSD), Religious Education (RE) and Current Affairs, as well as in other subjects. The school follows Christian principles. School assemblies include hymns and prayers, including The Lord's Prayer, and Grace is said before meals. The pupils regularly work with staff to write and improve school and classroom rules, which they are expected to follow. Form and House assemblies, which are frequently pupil led, are held regularly, leading pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity; expecting pupils to respect the civil and criminal law of England; making clear the difference between state law and religious law; encouraging pupils to understand the value of democracy and their participation in the democratic process; ensuring pupils respect others' cultural traditions, enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community; and taking steps to ensure pupils appreciate racial and cultural diversity and avoid and resist racism and discrimination.

The three Houses raise money for different charities. Charity representatives are invited into school to speak to the children about their work. The school is made up of a diverse range of different religions. Pupils learn about different beliefs and cultures and celebrate festivals from different religions. As pupils progress through the school, they are given opportunities to gain positions of responsibility. In Lower III, all pupils are class monitors and assist staff looking after younger children during wet playtimes and at lunchtime. Lower III monitors are also responsible for the running of the school library, putting out chairs and benches for assembly and storing lunch boxes. Each House has a House Captain and a girls and boys Games Captain, who lead the house assemblies and help in team selection for House events. Every year a Head and Deputy girl or boys is appointed by the staff.

The school actively promotes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;



- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

Prohibition of political indoctrination

The School precludes the promotion of partisan political views in the teaching of any subject in the school; and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, that they are offered a balanced presentation of opposing views. The school implements a clear policy on how visiting speakers are chosen and how a balanced view is achieved over a period of time. The school vets all speakers and ensures that the content of presentation is agreed beforehand. When a speaker expresses partisan views, the school takes a view on whether to challenge without delay. Furthermore, the school demonstrates what steps it takes to offer pupils a fair and dispassionate opportunity to learn about alternative viewpoints.

Parental Involvement

In the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, parents' consultations are held three times a year, but appointments can be made with individual teachers at any time. Homework diaries and reading logs are essential in developing the pupil's organisational skills and provide a means of communication between home and school. Other means of communication between home and school include letters, [Firefly](#), emails, text messages, school website, newsletters, parents' information evenings, parents' workshops, meetings, and PTA (Parent and Teacher Association) meetings.

Parents are also encouraged to become involved in school life on a voluntary basis, including Walking Buses, gardening projects, reading with the pupils, giving educational talks to the pupils and helping out at events, such as sports days, swimming galas, concerts and festivals.

Reviewed : January 2020

Review date: January 2023

Headmaster : Matthew Draper

Chair of Governors : June Aubrook

