

CURRICULUM POLICY

INTRODUCTION

At Cranleigh Prep School our pupils receive full time supervised education (in accordance with section 8 of the Education Act 1996). The curriculum embraces the full spectrum of facilities we have and the outdoor classroom is integrated into the curriculum and beyond. All pupils have the opportunity to learn and make progress and the curriculum gives pupils a wealth of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Further details can be found in our department handbooks and schemes of work

1. THE ETHOS OF TEACHING AND LEARNING AT CRANLEIGH PREP SCHOOL

At CPS, we enjoy the freedom to cherry-pick from what is best in the prescribed National Curriculum and other international teaching methodologies, whilst retaining an individuality which complements the needs of our pupils, prepares them for the rigours of the ISEB Common Entrance style curriculum in the core subjects in the Upper School, and uses the skills and talents of our staff to the best of their ability.

1.1 How do we plan to develop and implement such a curriculum?

- **Statement:** We embrace opportunities for embedding key speaking, listening, literacy and numeracy skills.
Example evidence – speaking skills: *In Learning for Life (PSHCE) lessons, all pupils are encouraged to contribute to debates and discussions in Circle Time format. Form 6 (NC Year 8); all pupils write and deliver speeches through the English curriculum and many go on to use these skills delivering speeches at school celebrations of success, such as the Speech Day.*
Example evidence – listening skills: *We give pupils opportunities to learn with a greater emphasis on listening (rather than other skills) in the language lab; we have many visiting speakers both in Chapel and coming to speak to the school on various topics, such as charities and visits from our Patron of Reading.*
Example evidence – literacy skills: *Forms 1-3 has one library lesson per week, which gives the librarian the opportunity to advise and monitor every pupil's reading habits. The librarian publishes book lists for each year group as a guide for pupils and parents. Whole school follows Accelerated Reader, whereby tutors and English teachers monitor children's reading quantity and comprehension.*

Example evidence - numeracy skills: All pupils are encouraged to take part in internal School Maths challenges and Theme days and thereby win house points and prizes. The school also takes part in the First, Primary and Junior Maths Challenges in addition to using TT Rockstars and Dr Frost Maths. We are able to celebrate successes in all with certificates and qualifications into the next round presented in assemblies / protected tutorials.

- **Statement:** We want our pupils to be active, compassionate and lifelong learners and in order to do this the curriculum and how it is taught must be relevant, challenging and engaging
Example evidence: When possible we allow the curriculum flexibility to incorporate the study of current events which have an impact on pupils in the school.
- **Statement:** At CPS, teachers are entrusted to develop and deliver the curriculum in their own disciplines with an awareness of links to other subjects
Example evidence: The curricula of the Learning for Life (PSHCE) and RP departments focus on social, moral, spiritual and cultural education. An awareness of our responsibility to SMSC is evident in other departments and specific links are detailed in their handbooks.
- **Statement:** We plan for a concurrency of learning so that subjects are not studied in isolation; instead, meaningful connections should be established to reinforce lessons learnt in other subjects at different stages.
Example evidence: Central to the rationale for moving away from the Common Entrance course for Geography, History and RP in Forms 5&6 was the desire to web together the topics studied within these three disciplines and thereby maximise links and enhance pupils' learning experience. In addition, the whole school embraces Theme Days, one each term, where all of these subjects are represented through a variety of activities and visitors

1.2 In order to help all pupils achieve, members of Common Room are encouraged to:

- **Statement:** Create a classroom environment that encourages success
Example evidence: Displays of excellent work completed by pupils are found inside classrooms but also in corridors where pupils from other year groups can observe the quality and efforts of older/younger children. This is not confined to academic disciplines, for example a display focusing on the work of the editorial team of the school magazine.
- **Statement:** Articulate clear expectations of pupil performance
Example evidence: Several mechanisms exist to encourage this critical practice. The Common Marking Codes (see Assessment, Marking, Monitoring and Tracking policy appendix) encourage the setting of specific SMART targets for pupils following marking. Pupil Profiling indicate the specific classroom adjustments which teachers should follow to generate the best learning environment for pupils with specific learning needs.
- **Statement:** Children are encouraged to think philosophically and challenge philosophical questions through research
Example evidence: Philosophical thinking is embedded into LfL and Humanities lessons in the Lower School and a range of subjects in the Upper School. The IPQ project introduced in Form 5 (Year 7) is a tangible vehicle for building on prior philosophical and independent learning skills introduced lower down the school.
- **Statement:** Model excellent work
Example evidence: Excellent work is also displayed on display boards around the school and pupils are sent to the Headmaster for outstanding work.
Statement: Encourage cooperation

Example evidence: The school holds a number of 'activity mornings' (Open Mornings) which take place on Saturdays throughout the year to focus team building skills around branches of the curriculum (e.g. Greek workshop)

- **Statement:** Foster motivation

Example evidence: The Lower School operate a separate assembly which seeks to celebrate success within the curriculum.

- **Statement:** Celebrate the diverse talents of the pupils

Example evidence: Form 6 pupils pick a specialist area close to their heart and write persuasive speeches based on this area.

- **Statement:** Constantly re-evaluate their lesson planning and improve upon existing plans

Example evidence: Planning is reflected upon and adapted at Departmental meetings (a minimum of one meeting a term), more informal sub-departmental meetings and weekly planning meetings between teachers teaching in the same year group. In depth analysis of curriculum models with and across departments occurs during INSET days when the ALT (Academic Leadership Team) directs the agenda for departmental curriculum reviews.

1.3 We provide a supportive classroom climate so that:

- It fosters achievement because pupils are more willing to stretch themselves in new directions
- Pupils feel safe and prepared to take on new challenges
- It gives pupils permission to be bold, daring and creative
- There is respect for the learning process; others' opinions and for diversity
- There is a high level of trust between pupils and their teachers.

1.4 Education, Health and Care (EHC) plan:

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Further details can be found in the Learning Support Policy

1.5 British Values and SMSC

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop respect

towards diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability. Pupils are provided with a broad general knowledge of public institutions and services in England and effective preparation of pupils is provided in respect of the opportunities, responsibilities and experiences of life in British society.

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children and not something that is simply covered in Learning for Life (LfL) lessons. Learning outcomes that are fostered within these include:

- an understanding of rights and responsibilities
- an ability to discuss and express views
- critical reflection
- making connections between the lessons and current and future 'real-life' experiences
- self-esteem with humility
- tolerance
- enthusiasm
- a thirst for knowledge
- the ability to meet challenges, fail and recover
- empathy
- an understanding of British Values, reinforcing democracy, tolerance and a knowledge of British Institutions

SMSC and British Values are taught through **all** subjects of the curriculum and in particular Geography, RP, History and LfL, supporting all areas of learning and contributing to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years, it can enrich the individual's appreciation of life's experiences and their relationships with others.

Further details can be found in the Department Handbooks, the SMSC statement (specific subject details in appendix) and PSHCE policy

1.6 Protected characteristics

The School does not discriminate against a pupil in its teaching by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

In keeping with the Equality Act 2010, the School's curriculum includes a full range of issues, ideas and materials in its syllabus, which exposes pupils to thoughts and ideas of all kinds, however challenging or controversial. The school ensures that the way in which issues are taught does not subject individual pupils to discrimination.

1.7 PSHCE (Learning for Life)

The LEARNING for LIFE curriculum of Cranleigh Prep School aims to prepare the children for the opportunities, responsibilities and experiences of modern life, so that they can enjoy their childhood to the full and progress to their next schools at 13 with the technical abilities, knowledge and ideals to allow them to take advantage of opportunities presented to them in the future.

Through the curriculum we aim to give pupils the skills, knowledge and understanding to lead confident, healthy, independent lives and to become caring, informed, active and responsible citizens of the school community and their local communities, whilst developing their well-being, self-belief and confidence through a variety of activities and discussions. The PSHCE curriculum and teaching encourages pupils to respect other people and pays particular regard to the protected characteristics set out in the 2010 Act.

Within the lessons we reinforce the pupils' social, moral, spiritual and cultural development and use the School's Code of Conduct as our benchmark. These values are displayed around the school and are referred to regularly in school assemblies, Chapel services, in lessons and in the playground.

Relationships education for primary education and relationships and sex education for secondary education is part of the LfL (PSHCE) curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.

Careers (Y7 and 8)

The school recognises its commitment to introducing pupils to the world of work. The school introduces pupils in Years 7 and 8 (Form 5 and 6) to finances, the value of money, and the basics of economic principles and enterprise. Pupils are taught about ethical business and sustainability through assemblies and Learning for Life.

Pupils should recognise that they will have a responsibility to make a contribution to society when they become adults. This permeates through the Code of Conduct and the Aims and Ethos of the school.

Pupils are also introduced to a variety of options to begin considering for adult life. These range from traditional careers (in finance, management, the professions etc.) to entrepreneurship and voluntary work (in the charity sector). Pupils are made aware of the difference between careers, vocations and of the fluidity of the modern world of work, i.e. they may do several different jobs/roles throughout their working life. A Careers Fair is held during the ACE programme for Form 6 where they choose four workshops to attend in an area they feel is of interest.

Informally, careers and work may be talked about in lessons or assemblies. More formally, the children experience:

- Enterprise skills and the term "career" in Form 5 (Y7) in LfL
- Employability and types of careers in form 5 (Y7) in LfL
- Planning for a career, e.g. qualifications needed to access some careers, in Form 5 in LfL
- In Form 6 all pupils have a day when staff from Barclays Bank come into school and teach them about the fundamentals of running a business as part of the ACE programme (Satro Business Day).



1.8 Lower School: Forms 1 and 2 (NC years 3 & 4)

We believe that, particularly in Forms 1 - 4, learning to learn is as important as what is learnt. There is an emphasis on skills before content. We believe that it is not what you do that is important, but the way you do it. According to recent research, we are preparing children now for jobs that don't yet exist; using technologies that have not yet been invented, in order to solve problems that we don't even know exist yet. In the 21st century, children have to be equipped with the skills and the ability to apply them in different situations.

In Maths, the children revise the basic skills that underpin their mathematical understanding as well as learning new concepts. Practical methods and equipment are used wherever possible and we endeavour to make the most of opportunities to use the outside classroom. There is an emphasis on honing mental arithmetic skills, through regular games, both in the classroom and online, and the children are encouraged to challenge themselves to become Times Tables Rockstars. In their written work, the children learn the importance of showing and being able to explain their methods of working as well as the value of using the correct layout in their books. We try to link maths to real-life, thus putting the children's mathematical learning into context. From the academic year 2021-2022, the department introduced the concept of Maths Mastery into the department. The aim for the department is to develop the pupils' thinking skills and for the children to obtain a deeper understanding of the mathematics they are learning. This scheme is now successfully embedded across the whole school and pupils have become far more proficient in thinking for themselves. For more information on Maths Mastery, please refer to the Maths Department Handbook.

In English, reading is of the utmost importance. From their very first day at CPS, we hear each child read regularly, helping them to find their appropriate level. We encourage them to read books and partake in the relevant AR quizzes - thus testing their comprehension as well as keeping count of the number of words read. The Bronze, Silver and Gold certificates are highly sought after and there is a real buzz in the library at break-times. Guided reading is also taught which allows the children to discuss aspects of character and setting and to improve their skills of inference. Grammar and creative writing are influenced through exposure to different texts and the children are encouraged to take responsibility for improving their spelling by correcting and editing their own work in both English and cross curricular. From the academic year 2023-24 onwards, the English Department will be

using the Pathways to Spell programme, offered by the Literacy Company for Forms 1-4. It was felt that while previous spelling programmes did appear adequate, there was an over reliance on the use of IT for them, with pupils failing to make the success seen on a screen when writing by hand. This new programme offers an array of traditional activities and more innovative ones that should suit all learners, particularly those with a more kinaesthetic approach to committing spellings to memory. Spelling Ninja will be used alongside Pathways to Spell, as the resources offered are fully customisable and can be tailored to individual's needs.

The ethos to teaching Science at Cranleigh Prep is to stimulate curiosity and engender an interest and enjoyment in Science. We do this by providing the children with a systematic body of scientific knowledge that allows them to develop an understanding of Science and how it connects to technology, engineering and their everyday environment. Using models, practical work and relevant examples, the children are introduced to phenomena and events that help them understand and apply science to the real world. As they progress through the syllabus they will develop investigative skills and have the ability to experiment in a safe and constructive manner. Importantly, we hope to instil an independent love of learning by encouraging a desire to ask questions and a determination to solve problems.

Geography, History and Religion & Philosophy are taught under the umbrella of Humanities in the Lower School. Within each form, two topics from each discipline are taught per year. Children are encouraged to think for themselves as much as possible, solve problems, enquire, discover and question. In Geography, children are encouraged to enquire about the world around them and in doing so should develop skills which will be enhanced in subsequent years such as decision-making ability and a sense of environmental awareness and responsibility. In History, the children are encouraged to ask 'why, when, what and who'. No aspect of History should be taken at face value (i.e. This is what happened at the Battle of Hastings) but pupils must learn to ask the 'W' questions to give them a richer understanding of what they are studying. In RP, children begin to investigate the difference and similarities of the world religions. They look at how major religion answer questions about meaning and value in a search for truth.

1.9 Middle School: Forms 3 and 4 (NC years 5 & 6)

As pupils move into the Middle School there is a graduated shift from class teaching to subject specialism teaching. We continue to promote the ethos of child-centred learning which underpins the Lower School curriculum, with the buzz word, 'creativity' remaining a central feature of this curriculum. Form 3 runs a Humanities programme which covers 6 topics during the course of the academic year:

- 2 with a Geography focus
- 2 with a RP focus
- 2 with a History focus

In Form 4, pupils move into a modular course for the Humanities subjects which then extends into Forms 5 & 6 in the place of Common Entrance. The Form 4 Humanities course uses a variety of assessment tools coupled with a formal end of year examination.

The core subjects, English, Maths, French and Science, along with the more practical subjects, are taught by a range of subject specialists. The reality of the Common Entrance style syllabus is such that specialist teaching is required to build up the knowledge base essential to complete the CE

course successfully. We believe that such a system allows the children to gain the best of both worlds; the teaching and learning in the modular based humanities programme will still be child-centred and develop essential learning skills. However, pupils also benefit from high-class specialist teaching where acquisition of knowledge is key, in the selected subjects. This specialist approach is potentially just as creative and child-centred because teachers have the expertise and freedom to be flexible and extend the learning in exciting and new ways.

We believe that, particularly in Forms 1 - 4, learning to learn is as important as what is learnt. There is an emphasis on skills before content. We believe that it is not what you do that is important, but the way you do it. According to recent research, we are preparing children now for jobs that don't yet exist; using technologies that have not yet been invented, in order to solve problems that we don't even know exist yet. In the 21st century, children have to be equipped with the skills and the ability to apply them in different situations.

1.10 The Upper School – Forms 5 and 6 (NC years 7 & 8)

In the Upper School, teachers follow the ISEB Common Entrance style syllabus for the core subjects and Latin. From September 2023, the well-established modular 'Humanities' course for Geography, History and RP has been revamped and brought up to date with current skills and curriculum to reflect the ever changing world around us. This modular course is designed to reduce the burden of exam preparation on pupils through continuous assessment, at the same time curricula have been redesigned with the aim of developing pupils' skills and independent thought within these subject areas. Pupils are taught by specialists in each subject and this not only helps to develop children's academic ability at their own pace but facilitates personalised learning and relationships that nurture confidence and motivation and grow self-esteem. The principles of good practice and building cross-curricular links are maintained in the Upper School.

2. THE ORGANISATION OF THE CURRICULUM

2.1 Administrative structure:

In order to meet the teaching aims outlined in section 1 the curriculum needs to be delivered and managed within a cohesive structure. This structure should ensure pupils benefit from a progressive and planned curriculum tailored to the ethos of teaching and learning at CPS.

To this end, the school is divided into three administrative sections listed below. Each section is coordinated by a designated pastoral manager and an academic manager who reports to the Academic Leadership Team. The ALT, composed of representatives of each of these sections, provides the forum for debate on whole school curriculum directives.

Lower School	Forms 1 & 2	(NC Years 3 & 4)
Middle School	Forms 3 & 4	(NC Years 5 & 6)
Upper School	Forms 5 & 6	(NC Years 7 & 8)

2.2 Academic structure within the Lower, Middle and Upper School:

A standard form structure throughout the school is allied with an academic structure which best suits academic progression within the staffing and curriculum parameters. This ranges from informal setting in the Lower School and streaming in the Middle School, to subject specific setting in the Upper School.

Lower School: (NC Years 3 & 4)

Form 1 & 2 are mixed ability classes. English and Maths lessons are timetabled together to allow some informal setting. Science is taught as a discrete subject, predominantly in the Science labs, with a specialist Science teacher. History, Geography and RP comprise the principal elements of the Humanities. Although timetabled separately, English lessons may also contribute to the Humanities subjects. The form teachers in the Lower School have a strong pastoral and academic handle on their class as they teach the majority of lessons to their form in their form room within their own building. However, Computing, French, Art, Drama and Music/Dance are all taught by specialist teachers in designated specialist classrooms.

Form	Teachers	Form group	Ability Grouping
1	Mrs Brewer (HGB)	1B	Mixed ability classes.
	Mrs Unwin (ERU)	1U	
2	Mr Callaghan (MLLC)	2C	
	Miss Phipps (BAP)	2P	

Middle School: (NC Years 5 & 6)

As pupils move up into the Middle School, they retain a solid pastoral basis as they are taught either English or Maths, by their form teacher, in their form room. A transition occurs in Form 3 from primarily tutor-based teaching in the Lower School, towards a more structured subject focused curriculum organisation. Maths, English, French and Science, as well as the practical subjects, are taught independently by a range of subject specialists. In **Form 3** (NC year 5), all classes are mixed ability with the exception of Maths which is grouped into a higher set and two parallel sets. Science is taught by Science specialists in our Science Labs. History, Geography and Religion & Philosophy (RP) are taught through our own Humanities course which aims to develop curiosity and independence of thought, as well as challenge pupils in creative and engaging ways.

Form	Teachers	Form group	Ability Grouping
3	Mrs Reed (EKR)	3ER	Mixed ability classes.
	Mrs Rogoff (VLR) <i>(formerly Mrs McCambridge)</i>	3VR	
	Mrs Smith (LJS)	3S	

With almost all senior schools assessing pupils during the Michaelmas or Lent Terms of Year 6, the Maths and English courses have been adapted in both Forms 3 and 4 in order to ensure that children are suitably prepared. One of the key aspects of these assessments is Verbal and Non-verbal Reasoning Tests. These tests are designed to assess innate ability so, in theory, specific revision is not possible. However, there is always scope for familiarising oneself with the ways in which these tests function which will allow children to encounter the kind of material which will be used in these assessments beforehand. As such children in Form 3 receive a weekly Reasoning lesson. Pupils are taught strategies for tackling problems and complete online practice tests as part of their preparation.

In **Form 4** (NC year 6), we begin to move away from class teaching towards specialist subject teaching. Pupils begin to gain a greater sense of independence, which will prepare them for the more rigorous challenges of the Common Entrance syllabus in the Upper School. **In Form 4, pupils are taught in sets and the tutor group for English** (see ability grouping in the table below). Form 4 is also a critical platform for the two year Common Entrance style course, which begins in Form 5. It is with this in mind that all the examined CE subjects are taught as independent subjects in Form 4, mostly by specialists.

Form	Teachers	Form group	Ability Grouping
4	Miss Duncan (FAD)	4D	<p>Set for Maths and Computing. 1 higher set (4.1) and 2 parallel lower sets (4.2a/4.2b).</p> <p><i>This setting block will also be linked with DT/FT.</i></p>
	Mrs Homan-Russell (HHR)	4H	<p>Set for Science. 1 higher set (4.1) and 2 parallel lower sets (4.2a/4.2b).</p>
	Miss Sandford (VS)	4S	<p>Discrete setting for French and Latin.</p> <p>1 higher set (4.1), 1 middle set (4.2) and 1 lower set (4.3). Pupils in 4.3 will benefit from Curriculum Plus – extra English and Maths.</p> <p><i>This setting block will also be linked with RP.</i></p> <p>Set for English in mixed ability tutor groups. All subjects, other than the subjects listed above, will follow the English setting.</p>

Upper School: (NC Years 7 & 8)

Setting and streaming in Forms 5 & 6 encourages individuals to excel in their stronger curriculum areas, while also ensuring pupils are supported, if necessary, in their weaker curriculum areas. In addition, the pastoral tutor system in the Upper School allows pupils to spend time together, away from the setting structure. In Form 5 (NC year 7), pupils are placed in mixed ability tutor groups. All subjects are taught by

set not tutor group. Pupils are in setting blocks in English, Maths, Science and French (see ability grouping in the table below). All Form 5 pupils will also undertake an IPQ (ISEB Project Qualification), studied through the English curriculum, where the teacher will guide them through completion of this piece of independent work.

Form	Teachers	Form group	Ability Grouping
5	Mr Dixon (BMD)	5D	<p><i>Set for Maths and Computing: 5Cos, 5Sin, 5Tan, 5Trig.</i></p> <p><i>Set for Science: 5Ar, 5He, 5Kr, 5Ne.</i></p> <p><i>Discrete setting for French, Latin and Spanish: 5Cardin, 5Chanel, 5Dior, 5Gaultier. Pupils in 5Gaultier will benefit from Curriculum Plus – an extra English, Maths and Science course.</i></p> <p><i>Set for English: 5Byron, 5Duffy, 5Hughes, 5Milton. All subjects, other than the subjects listed above, will follow the English setting.</i></p>
	Mr Halstead (MH)	5H	
	Miss Jolly (ECJ)	5J	
	Mr Weaver (SJW)	5W	

Forms 5 & 6 Humanities Subjects: Geography, History and RP	Course Assessments (Form 5: Michaelmas and Summer Terms only during progress test / exam week. Form 6: Lent and Summer Terms during mock / exam week)
<p><i>Pupils in Form 5 begin a 2 year Humanities modular course where they learn a whole range of skills to enhance their understanding of Geography, History and Religion & Philosophy (RP). Pupils in both Forms 5 & 6 will be assessed twice during the year and details of the assessment content will be found, at the appropriate stage, on the VLE (Firefly). The focus of this course is skills-based rather than a regurgitation of a mass of content; something that is no longer required in the modern world today.</i></p>	

In Form 6 pupils are set in blocks which are arranged in one discrete *scholarship set* for all subjects (6Sc), top, parallel middle and a lower ability group.

Form	Teachers	Form group	Ability Grouping
6	Mr Brewer (KAB)	6B	<i>5 Mixed ability tutor groups.</i>
	Mrs Grocock (RTG)	6G	<i>Set for Maths. A scholarship set (6Sc), a higher set (6.1), 2 middle sets (6.2a/ 6.2b) and 1 lower set (6.3).</i>
	Mr Lawrence (VIL)	6L	<i>Set for Science. A scholarship set (6Sc), a higher set (6.1), 2 middle sets (6.2a/ 6.2b) and 1 lower set (6.3). This setting block will also be linked to Computing, DT / FT, Geography, RP and Music / Drama.</i>
	Mrs Marriott (JJM)	6M	<i>Set for French, Latin and Spanish. A higher set (6.1), 1 middle set (6.2) and 2 parallel lower sets (6.3a/6.3b). Pupils in both 6.3 sets will benefit from Curriculum Plus – an extra English, Maths and Science course.</i>
	Mr Pearn (MWP)	6P	<i>Set for English. A scholarship set (6Sc), a higher set (6.1), 2 middle sets (6.2a/ 6.2b) and 1 lower set (6.3). All subjects, other than the subjects listed above, will follow the English setting.</i>

Close monitoring and regular assessment (see Assessment and Marking Policy) give rise to pupils moving between these sets within the year to meet their academic requirements. All the sets in each subject prepare Form 5 pupils for a CE style exam in the core subjects the following year. However, pupils sitting in the top set within a given set block will be moved on at a faster rate, particularly towards the end of the academic year, as they are potential scholarship candidates rather than CE candidates in Form 6.

A discrete scholarship set exists in Form 6 to allow for preparation for Common Academic scholarship and scholarships particular to other schools. All subjects in the Upper School are taught by subject specialists and mainly take place within the Couper building, which houses most of the Upper School tutor rooms. However, a greater degree of independence amongst the pupil body at this age is expected and reflected in lessons taking place in a variety of locations across the campus particularly for the practical subjects.

2.3 Timetabling and subject teaching allocation:

The Deputy Head Academic is responsible for the timetabling of the curriculum throughout the school. An extensive consultation process involving the Headmaster, Deputy Head Academic, ALT, Heads of Department and staff precedes subject teaching allocation and staffing throughout the school.

2.4 The National curriculum and external examinations:

The National Curriculum:

The National Curriculum is the template upon which the curriculum at Cranleigh Prep is built. However, at different levels within the school the National curriculum is developed and extended to meet our particular pedagogical aims. Close attention is given to the National Numeracy and Literacy Strategies, particularly in the Lower School where a significant percentage of time is apportioned to engendering these skills. In the Middle School, a transition begins between the core skill development focus in the Lower School and the exam driven focus of the Upper School. The National Curriculum remains central to our planning. However, teachers are expected to extend pupils beyond the levels expected by the curriculum, having first ensured that all relevant aspects of it have been covered. Particular to the Middle school are the discrete teaching of Science in the Science labs and the Form 3 Humanities course which allows for continuity from the Lower School Humanities course.

Under the guidance of Heads of Department, staff may choose to depart from the scheme of work laid down by the National Curriculum, if there is a well-argued reason for so doing. This might be to prepare pupils for a particular exam, or to cover a topic at a different time to make best use of resources or teaching capabilities.

ISEB Curriculum for Academic Subjects:

The vast majority of pupils in the Upper School move on to Public Schools by means of taking the ISEB CE or Scholarship exams. Clearly, it is with this in mind that schemes of work are planned and teaching is designed to facilitate a smooth progression through this stage of each pupil's education. This is not to say that the wider curriculum aims of the school are ignored in the Upper School. In fact, the new revised (2022) ISEB curriculum allows for significant flexibility and autonomy, and has recently been modified to bring it further into line with the National Curriculum at KS3. Further to this the move away from the CE syllabuses and exams for Geography, History and RP has facilitated curriculum models which seek to embrace skills over factual content, and web together common knowledge and skill strands not only between these three subjects but across the curriculum as a whole.

Other examinations:

The teaching must also take into account the need to prepare pupils for the following external examinations:

- Public School scholarship papers at 13+
- ISEB Common Pre-Test
- Public/independent school entry papers at 11+
- Public school pre-assessment tests (ie Eton, Harrow, Marlborough, Wellington)

IT skills:

Computing is taught as a stand-alone subject with the knowledge that subject teachers in all other areas of the curriculum take ever increasing opportunities to embed distinct IT skills within their teaching. Regular reviews of access to IT facilities, and forward planning for future access to IT facilities, takes place within Heads of Department meetings to ensure IT opportunities are maximised and filtered down to teachers within the different departments. Currently, there are four bespoke rooms with desktops and six mobile iPad stations with class sets of iPads, all available to book through a central automated booking system. Pupils in Form 4, 5 and 6 are issued with their own personal iPads.

Study skills:

Throughout the school pupils' learning is reinforced with an appropriate study skills programme. Teachers introduce skills to pupils as appropriate during lessons. There are also dedicated Study Skills sessions which are delivered during tutorial time by form tutors. External companies are also used at carefully selected points during each child's time in the Lower, Middle and Upper School; as pupils progress through the school these are more tailored towards exam preparation.

3. COVID-19 / Pandemic situation

3.1 Recovery curriculum

In the event of a lockdown where the school has to revert to Distance Learning, teachers will use formative assessment to see what the children know / have remembered and lessons will be directed accordingly once children return to classroom-based learning.

Individual departments will discuss, and highlight in planning documents, any areas which could temporarily be put aside if more time is needed to ensure the key skills, knowledge and foundation steps are met.

Teachers will reassure children that they do not have to worry about what they may have 'missed' / 'not completed' during remote learning. Teachers will adopt a positive outlook in order to encourage pupils and avoid them feeling as though they are under pressure.

3.2 Planning of lessons and Distance Learning (DL)

Teachers will provide remote learning for any pupils having to isolate at home. This will be factored into lesson planning so that in the event of a year group bubble or individuals within a year group being asked to self-isolate teachers will be able to provide remote learning materials quickly.

In the event of individual pupils or year group bubbles having to self-isolate instructions for each lesson will be posted on the VLE. Pupils will be expected to follow the normal school timetable at home so that they are able to join live lessons when necessary. Remote learning will consist of a combination of live lessons (Google Meet) and materials that will be accompanied by instructions. Pupils' first port of call will always be the VLE for instructions for each lesson.

Remote learning materials will not be provided for children who are ill at home, have missed your lesson for an appointment / extra lesson or a child has been suspended.

See also:

More Able Policy

Learning Support Policy

Prep Policy

Marking, Assessment, Monitoring and Tracking Policy

Teaching and Learning Policy

This policy is reviewed annually

Last reviewed June 2024

H Pakenham-Walsh - Deputy Head, Academic