



STRATFORD  
PREPARATORY

2 - 11 YRS CO-EDUCATIONAL INDEPENDENT DAY SCHOOL

# Stratford Preparatory School Curriculum

**Approved by the Headteacher: September 2024**

Reviewed Annually

**Next review date: September 2025**

The curriculum policy outlines the educational provision within the school and should be considered in conjunction with the SEN policy, schemes of work for subjects, PSHEE policy, Learning & Teaching policy and Feedback policy



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**“ Education is the most powerful weapon which you can use to change the world. ”  
Nelson Mandela**

## **Our intent:**

**A curriculum that develops the lux (happiness and confidence) and scientia (skills and knowledge) of each pupil so they can be successful in their aspirations.**

At Stratford Prep, we are committed to providing high quality educational opportunities for all our community. We believe that every child should be happy, valued for their strengths and confident in their abilities. Our experience is that only when a pupil is happy and self-assured are they able to make the most outstanding progress in all areas. Our focus on the happiness of children is not at the expense of academic achievement; in fact, it's the opposite – we stress the importance of wellbeing and happiness because it is the key to achievement. Our vision is based on the belief that a happy and confident child, coupled with a rich and varied curriculum, will have the necessary building blocks for future success . We nurture academic success alongside creativity and imagination throughout the school curriculum to help learners to secure the knowledge, skills and personal qualities they will need to make the world a better place for themselves and each other.

### **Successful**

Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

#### **SPS Learners will:**

Experience a rich, exciting curriculum that leaves them able to make powerful and informed choices about their future.

Achieve high academic standards across the whole curriculum and value each subject and skill.

### **Creative and Confident**

Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability.

#### **SPS Learners will:**

Experience creative teaching that makes learning engaging and allows them to think independently, be more resourceful and be confident members of the Stratford Prep community .

Embrace and engage with latest pedagogy and unique range of opportunities both inside and outside the classroom.

### **Happy**

Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

#### **SPS Learners will:**

Be proud of their achievements and the progress they make and have these achievements celebrated.

Develop positive, secure relationships so that they can flourish and have a powerful sense of their own potential.

### Mapping the journey – Intent and design

To enable the children to flourish at Stratford Prep we have mapped out their journeys and experiences which will inspire the children to learn and grow. Our curriculum not only meets national requirements but is also uniquely developed by us to meet the needs of our pupils, our school and our local community. Gaining proficiency as a reader is key to accessing all other subject areas and therefore holds a place of priority for all children, beginning in the Early Years alongside numeracy and writing.

Our curriculum at Stratford Prep is as rich in humanity and skills as it is in knowledge and reinforces a shared understanding our core values. It is important to recognise here that knowledge does not always mean understanding. To understand something means having lots of well-connected, well-organised knowledge. This is why we have created a 3D curriculum that has the needs of the children at the centre and prepares them for an ever-changing world. In a rapidly changing world, education must keep up and it is important that the children are not left behind. Our curriculum is personalised around our children's needs, reflecting the backgrounds and experiences of the wide range of pupils from locally based to around the globe. It is outward-facing, setting learning in local and global contexts wherever possible; it celebrates diversity and unity and ensures that learning is relevant, purposeful and sequenced.

Building a 3D curriculum is important in order to make vertical, horizontal and diagonal links. Below is a brief explanation of each of these and how they link together to form our curriculum at Stratford Prep.

**Vertical links:** 'high yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of tyranny: this can be explored through meeting a 'tyrant' in Prep 1 through King John (of Magna Carta fame) through to Hitler when looking at WW2).

**Horizontal links:** links between subjects, commonly known as cross-curricular, or themed (for example, invasion: in history, the Viking invasion of England; in Prep 4 science, microbes invading bodies; in Prep 4 PE, invasion games).

**Diagonal links:** concepts connected across both year groups and across subjects (for example, in Prep 3, when children learn the story of the Exodus in RE and encounter the brutality of Pharaoh, they are reminded that he is behaving like a tyrant – a term they learnt in history in Prep 1).

Our team of Stratford Prep teachers work closely across both the Pre-Prep and Prep Schools to share their expertise. Specialist teachers work alongside the class teacher to plan and deliver exceptional lessons. Drama, music, PE, French, art, computing and maths (Prep 2 onwards benefit from a maths specialist leading the maths curriculum) are all taught by specialist teachers but still follow the class curriculum.



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## The journey from nursery to Prep

Learners begin their Stratford Prep journey some time before they join us in Reception. Our on-site Nursery enables a carefully crafted transition process enables all young people to engage with the school, including its ethos, values and staff, before they arrive in the building and wear their uniform for their first day.

## Transition between year groups: Launch Pad

We recognise the importance of transition, not just between Nursery and Reception or Pre-Prep to Prep, but between each year group. At the end of each year, we use our launch pad to prepare the children for their new class. We focus on a relevant text that shares the key messages and feelings the children may have. These may be sadness at leaving their teacher, worry about what next year will look like etc. We believe that by dedicating a week with their new teacher the transition process will be exciting and the children have the opportunity to explore the themes learners may face during transition. This may also be a time that we welcome new children into the Stratford Prep community and friendships can be formed over the summer before returning back to school

## Curriculum Structure: KS1/KS2

To ensure that pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, pupils will study the following subjects (the curriculum varies between year group so not all subjects will be necessarily taught in each year of key stage):

English	Mathematics	Science	P.E / GAMES
Art	Drama	Verbal & Non Verbal Reasoning	French
Geography	History	ICT	Music
PSHEE/RSE	Latin	Design	Building learning powers

## Maths



“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.”

Albert Einstein

All our children at Stratford Prep have the opportunity to experience the fun and enjoyment of learning mathematics, often practically during lively and engaging lessons, which are focused and planned to meet the needs of all learners.

Mathematics can provide learners with powerful ways to describe, analyse and change the world. Within the teaching of numeracy children can learn and enhance valuable skills such as logical reasoning, problem solving and the ability to think in abstract ways which are key to the way we look at learning as a whole at Stratford Prep.

Throughout history many cultures have contributed to the development and understanding of mathematics. By providing the children with the skills and opportunities to develop their cognitive skills coupled with problem solving ability they will hopefully be contributing to the next stage of understanding further transcending the cultural boundaries.

The world of tomorrow will be very different from today. Major changes in new technology, population growth and the environment will necessitate that people with relevant skills and knowledge will be better equipped to adapt to this uncertain future.

It is our role at Stratford Prep to ensure that the children are provided with not just the basic skills of mathematics, which are so vital, but also that they are challenged to pursue their own lines of enquiry further helping to develop their cognitive skills.

Our vision is to show children and adults the importance of mathematical understanding across the curriculum and how vital these skills are for life opportunities.

**English**



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What are your dreams for the future?

What career excites you?

What experiences do you want from life?

At the heart of whatever your hopes and dreams are, is a high standard of Literacy. Being able to read, write, speak and listen well are the keys to success in all areas of life.

At Stratford Prep, we recognise its importance as an essential skill in enabling you to be learners for life. The knowledge, skills and understanding taught through our English curriculum can be grouped into three specific areas:

Reading, Writing & Speaking and listening.

Reading is a real strength at Stratford Prep and is embraced across all aspects of school life and the curriculum. We will provide opportunities for you to read and access a wide variety of texts that will excite and stimulate your imagination. Each classroom is full of books for you to read and enjoy as well as texts and topic related books that we explore and analyse to gain a better understanding of the author's use of language features.

We enjoy a whole school book week across the school regularly, where we share our enjoyment of the same book from Reception to Prep 6 in a variety of different ways! We want you to experience a shared love of reading with your peers, parents and teachers. We support you in your learning by setting clear objectives and learning targets which are shared and discussed with you so you have a clear understanding of what to do in order to succeed.

ICT is also used across our learning in English, using our suite and laptops for reading and writing, digital literacy.

We adopt a creative approach to the teaching and learning of writing and continually make links to other curriculum areas to enhance enjoyment and understanding of the application of writing skills. At Stratford Prep, we 'read as writers' by identifying key aspects of a text that you may wish to emulate in your own written work for a particular audience, purpose or effect. A high level of spelling, grammar and presentation is also expected but don't worry – we support you every step of the way!

Children constantly talk to the teaching staff and their peers to discuss and discover new ways to improve their writing and you will be supported and encouraged to take responsibility for your learning. At the end of each piece of writing, children are encouraged to reflect on their work and are given opportunities to comment on the work of others and use comments made on their own work to identify areas for further development.

Within speaking and listening, you'll have the opportunity within English lessons to take part in presentations and exhibitions; group work, whole class, group or paired discussion, drama and role-play. These may be inspired by texts you have read, characters explored and will lead to a reason for writing.

We are very proud of English at Stratford Prep and have high expectations of what you can achieve. We will provide endless opportunities for you to extend and enhance your Literacy and an enthusiasm for learning.



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Most of all, we want you to enjoy English at our school and possess the skills and ability required to be motivated by learning across the whole school curriculum.

## Curriculum Provision

### The School Day

SPS School Day	
Gates Open	8:00-8:30
Registration & Form Time	8:30-8.50
Skills Session	8.50-9:10
Lesson 1	9:10-10:00
Skills Session	10:00-10:20
Break	10:20-10:40
Lesson 2	10:40-11.40
Lesson 3	11.40-12.30
Lunch	12:30-13.30
Registration	13.30
Skills Session	13:30-13:50
Lesson 4	13:50-14:40
Lesson 5	14:40-15:30
End of School	15:30
Extend & Enrich	15:30-16:30

### SMSC & PSHEE lessons

All the pupils in the Junior School will have a programme of PSHEE/RSE during mentor time and dedicated lessons. SMSC is the primary focus for form time with SMSC also covered across lessons, assemblies and dedicated curriculum time. Each week as a school we follow a 'mantra of the week' which is inspired by our house system and our values. We have a 'British value of the week' as well as learning about a weekly global goal. We follow the Jigsaw scheme of work across the school from Nursery through to Prep 6 for PSHEE.

### Wider Curriculum – Form Teacher Topic Led

Our wider curriculum is driven through a topic based approach. This is started each year through our transition contents. From these continents, form teachers will plan and deliver content across subjects to give children a coherent and immersive experience. History and geography topics form the basis of our curricular approach which we allow to branch in any direction depending on the interest and views of the pupil

An example of this is: in Prep 4 their continent is Australia, which will funnel into their history and geography topic work on the Great Barrier Reef and Captain James Cook's discovery of Australia. To wrap the topic around all subjects in English they will look at Aboriginal Dream time stories, in Food Technology they will make ANZAC biscuits while in art they will study aboriginal dot paintings. This will then be brought together in a day for topic reflection on Australia Day.



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## **Wider Curriculum – Specialist Subjects**

Wider curriculum subjects teach a wider variety of subjects in the Pre-Prep and Prep School. The topic/content of each subject, where possible, links to the main topic for each year group. Where topics/content does not match the main topic, the topic/content will focus on the subject and the skills involved. Specialist teachers work in conjunction with form teachers where they share pupil information, curriculum topics and their content which will then build a big profile of a child interests and attainments across the curriculum. Specialist teachers aim to teach a wide range of skills appropriate for the age range of the pupils that will build on each other to develop further as pupils transition up through the Pre-Prep, into Prep and beyond.

## **Sports and Extra-Curricular**

Each year group has a weekly swimming lesson with a specialist swimming coach. Children then have access to specific sports coaches for designated PE lessons.

Extra-curricular clubs adjust and adapt to the needs and interests of the children. Our aim is to provide the children with a rich and challenging breadth of clubs and sports that complement the curriculum taught in the Prep School.

## **Provision for pupils with additional needs**

- The school has a Special Educational Needs department headed up by a SENCO. The department ensures that pupils with SEN are given the support necessary to allow them to access the curriculum, make progress and to be given one-to-one support where necessary.
- Pupils who join the school where English is a foreign language, staff are available with expertise to support the teaching of EAL using The Bell Foundation
- Provision maps are written and reviewed frequently. These are shared via Provision Map so that staff, parents and pupils are able to be supported as effectively as possible.
- Tracking of pupil progress is used appropriately through tools that are relevant to the area of need to ensure that pupils with SEN are making suitable progress and interventions can be put in place where necessary.
- Parents' evening are used as a means of communicating pupil progress for SEN as well as online means such as Provision Map

## **Provision for high potential learners – The Everest Programme**

The Everest Programme is an initiative for high-performance pupils at SPS.

We chose Everest as the name for the programme as, apart from being the tallest mountain in the world, climbing Mount Everest is considered one of the greatest challenges to be undertaken both physically and mentally. There is no doubt that to achieve this feat you need more than a little hard work, kindness and honesty. Of course, the famous speech by Jim Telfer in 1977 to the Lions also helped with the name!

We also wanted a name that captures the challenges children and adults face to reach the highest levels of achievement.

**“Defeat doesn’t worry me. I’ve had it often and so have you. It’s performance that matters. If you put in the performance, you’ll get what you deserve.”**





### **Jim Telfer; before the first Lions rugby test 1977**

We have identified children that are excelling in certain sports, academic subjects or performing to a high musical standard. Each child on the programme has a teacher as a mentor that shares a common interest. Their academic progress is monitored as part of the tracking process during each half-term. Where pupils are identified as not achieving to their potential, interventions are put into place in order to ensure that they are continuing to fulfil their full potential.

#### **Provision for further additional support - The Ascent Programme**

The Stratford Prep Ascent Programme is designed to provide supplementary assistance to pupils seeking support with their literacy, numeracy or 11+ skills.

The program offers instructional sessions thoughtfully integrated into the school day, scheduled to accommodate each pupil's availability while ensuring minimal disruption to their timetabled lessons. The Inclusion team will collaborate closely with key stakeholders, including the pupil, teachers, and parents/carers, to tailor lessons precisely to the pupil's unique requirements. This marks a stimulating initiative for our school with room to grow and support more pupils in the future.

#### **Monitoring and Implementation**

- Curriculum matters are regularly discussed and reviewed between Deputy Heads and class teachers.
- Quality of education is monitored each half-term through the tracking process including the progress of pupils, the quality of assessment and feedback and the quality of teaching.
- Moderation across phases and within phases is regularly monitored by the Deputy Heads.
- Pupil questionnaires/pupil parliament/circle time are all used to gain feedback from pupils on various elements of the school including the quality of education provided.
- See also SPS Assessment & Feedback Policy.