



Bowdon Preparatory
School for Girls

Believe • Persevere • Succeed

Curriculum Policy

*This policy is applicable to: All Governors, Staff, Associates and Volunteers.
All pupils (including early years); and all parents/guardians*

Statement of Intention

We are committed to fostering an environment that promotes **our vision** 'To continue to be recognised as a leading Prep school for girls, providing unforgettable learning experiences which inspire our girls to **Believe** in themselves, to **Persevere** and **Succeed** in all they do'.

Our policies are designed to support the diverse needs of all our pupils, our staff, and our community. This policy and its procedures have been developed with due regard for our duties and obligations, for the safeguarding and wellbeing of all our pupils.

Principles of the policy

- Learning Centred Approach: The curriculum should focus on the needs and abilities of the learners, ensuring that it is engaging and relevant to their experiences and future aspirations,
- Relevance to Real-World Context: The content should be applicable to real-world situations, helping pupils connect their learning to everyday life and future careers.
- Integration of Content and Process: An effective curriculum integrates both the knowledge (content) and the skills (process) that pupils need to succeed.
- Adaptability and Flexibility: The curriculum should be flexible enough to adapt to the diverse needs of pupils and the changing demands of society, and personalised where appropriate.
- Clear Learning Outcomes: It should have well-defined learning outcomes that guide both teaching and assessment.
- Equitable, ensuring Inclusivity and Diversity: The curriculum must be inclusive, reflecting and respecting the diversity of the pupil population.
- Continuous Review and Evaluation: Regular review and evaluation ensure that the curriculum remains effective and up to date.

Objectives of the policy

- Promote High Standards: Ensure that all pupils achieve high academic standards and are well-prepared for future educational and career opportunities.
- Support Holistic Development: Foster the intellectual, social, emotional, and physical development of pupils.
- Ensure Equity and Inclusion: Provide equal opportunities for all pupils, regardless of their background, and meet diverse learning needs.
- Facilitate Lifelong Learning: Encourage a love for learning and equip pupils with skills that support lifelong learning.



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- Integrate Technology: Incorporate modern technology to enhance learning experiences and prepare pupils for a digital world.
- Promote Critical Thinking: Develop pupils' critical thinking, problem-solving, and analytical skills.
- Encourage Creativity and Innovation: Foster creativity and innovation in teaching and learning processes.
- Regular Review and Improvement: Continuously review and improve the curriculum to keep it relevant and effective.



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Bowdon Preparatory School for Girls

Introduction

At Bowdon Preparatory School, our mission is to equip all pupils with the skills needed to succeed in a rapidly changing world. Learning is at the heart of everything we do. We believe that learning is the process by which pupils gradually acquire and assimilate knowledge, concepts, skills, and attitudes, enabling them to make greater sense of the world.

Our educational philosophy is rooted in the school's aims, ethos, and vision. We strive to fulfil the potential of each child in our care. Central to our approach is a love of learning, where the aim of every lesson is to ensure that pupils are engaged in meaningful experiences; we hope that this will enable them to believe in themselves, to persevere when presented with challenges and to celebrate their successes. Every pupil is encouraged to achieve her maximum potential, wherever her talents, interests, and enthusiasms may lie, and recognise the same in others.

Our curriculum is designed to foster the spiritual, moral, cultural, physical, and intellectual development of all pupils. Throughout the BPS learning journey we promote independence, build confidence, and create an environment where we can learn from our mistakes, within a culture of tolerance and kindness.

Most pupils will take entrance exams for a wide selection of senior schools, and those who show talent in sporting, academic, musical, or artistic areas are encouraged to pursue scholarships in these fields. Whilst we are committed to thorough preparation for academic entrance examinations, we believe we are preparing children not only for their senior schools but also for the life that lies beyond.

Curriculum Overview

The curriculum at Bowdon Preparatory School encompasses planned activities designed to promote learning, personal growth, and development. Tailored to the abilities of our pupils, the curriculum at BPS extends beyond the National Curriculum and provides a broad and balanced academic framework. This is complemented by a generous time allocation for both physical and creative education, extracurricular activities, and opportunities for social development.

Our overall aim is to foster a holistic educational experience that supports the intellectual, physical, and social growth of every child.

The Early Years Foundation Stage, which underpins the curriculum in Kindergarten and Reception classes, is distinct in its identity. BPS has exemption from the learning and development requirements, as we have an alternative programme in place to meet the needs of all EYFS pupils. Please see the Early Years Foundation Stage Policy for more information.



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School Aims

- **Outstanding Education:** Provide an exceptional education, free from undue pressure, that inspires all pupils to achieve their full potential.
- **Personal Development and Wellbeing:** Support personal development by placing wellbeing at the heart of our pastoral care within a secure, safe, and healthy environment.
- **Effective Resource Management:** Manage the school's resources efficiently to ensure the continued attraction of able learners.
- **Social Responsibility:** Recognise and promote our social responsibility.

Curriculum Aims

- **Comprehensive Education:** Provide full-time supervised education for pupils of compulsory school age, offering experiences in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- **Learning and Progress:** Ensure all pupils have the opportunity to learn and make progress.
- **Skill Development:** Enable pupils to acquire skills in speaking and listening, literacy, and numeracy.
- **Appropriate Subject Matter:** Provide subject matter suitable for the ages and aptitudes of all pupils, including those with statements, learning difficulties, and those who are able, gifted, and talented.
- **Fulfilment of Statements:** Ensure that education provided meets the requirements of any pupil's statement.
- **Holistic Development:** Develop the whole child spiritually, morally, socially, and culturally, including personal, social, and health education that reflects the school's aims and ethos.
- **Lifelong Learning:** Extend learning beyond the school day, reinforcing the concept of lifelong learning and the links between home and school.
- **Access and Equality:** Promote access, equality, and anti-discrimination.



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Curriculum Structure and Subject Breakdown

Maths	Problem Solving Maths	IT and Computing	History
English	Drama	Music	Geography
Science	STEM	MFL	RE
PE	PSHE and RSE	Art	Reasoning
Go Explore (Forest School)		Leadership and Enterprise (Year 6)	

The curriculum for all children comprises PSHE, English, maths, science, history, geography, MFL (Reception to Year 5), music, art, drama, computing, PE, STEM, and RE. Pupils in Prep also have weekly sessions in verbal reasoning and non-verbal reasoning, as well as current affair sessions during form time. In addition, Year 6 also receive opportunities to develop leadership skills. In the Lower School many of these subjects are taught through a topic-based approach (see subject overview).

There is a full breakdown of curriculum subject maps. The Head of Department reviews schemes of work annually in conjunction with members of the SLT, to ensure consistency and progression of content and learning. Each subject of the curriculum has schemes of work (long- and medium-term plans) and policy documents stating:

- The aims and objectives for teaching and learning in that subject.
- An overview of the schemes of work to be followed by each year group.
- Teaching strategies to be employed in delivering the curriculum.
- Methods of assessment and recording.
- Resources available.

Planning the Curriculum

The curriculum is planned in three stages:

1. Long term plans have been drawn up by Heads of Department to cover each year group. These plans work alongside government recommended planning to ensure a broad encompassing curriculum and have been drawn up to facilitate cross-curricular links.
2. Medium term plans are produced by Heads of Department and subject teachers. They state clearly the specific learning objectives which will be covered, give suggestions on how to cover them and explain how they will be assessed. This level of planning is detailed and kept within department TEAMS/SharePoint sites.
3. Short term planning is produced by class teachers to enable them to deliver what is in the medium- term plans. It is acceptable for teachers to use a variety of methods to plan their teaching on a day-to-day basis. These methods could include use of PowerPoint, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. Short-term plans will include adaptations, showing how the less able pupils will be supported and how the more able pupils will be challenged. They include the learning objectives; a basic explanation of the skills being taught and work to be covered and resources necessary. Basic short-term planning is generally prepared a week in



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advance but will be adapted as the week progresses. Different resources, learning objectives, levels of support or expected outcomes are means of providing adaptations, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered. Short term planning will include consideration of how other adults in the room are to be utilised, and it is expected that support staff will be involved in the planning and assessing of pupil progress.

In addition to the planned curriculum, enriching experiences such as science days, concerts, school plays, sports activities, visits from authors and school visits to theatre productions, museums and places of interest, are planned to enhance the learning experience.

We also plan a series of trips each term for each year group including residential trips in Year 3 to 6.

Each year group will take part in a variety of workshops throughout the academic year:

- We undertake an informal audit of parental skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.
- We have themed days throughout the year such as Science Day, Modern Languages Day, Art Day and Cultural Diversity celebrations, to help pupils to see links to the real world.
- Themed days designed to fit with national initiatives (e.g. World Book or Maths Day), to match with events in the UK (e.g. a national election) etc.
- We invite specialists from a range of institutions (e.g. Manchester University, Teachmate AI). We also have links with small independent educationalists.

Teaching and Learning

All teachers have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all pupils are met.

We recognise that continued professional support and training at whole school, department and individual level is essential to empower staff to deliver effective learning experiences.

Pupils' learning will be monitored by how well they acquire new knowledge or skills, develop ideas and increase their creative efforts. The pupils should work at a good pace and be productive. They should show an interest in their work and be able to sustain concentration, as well we think and learn for themselves. Pupils should understand what they are doing, be aware of how well they have done and know how they can improve. We are keen for our BPS pupils to take responsibility for their own learning, with our support and encouragement.

During the lesson, teachers will be checking for understanding by listening to pupils and asking challenging questions. The teacher will ensure they involve all pupils, and that high standards of effort, accuracy and presentation are encouraged. At the end of the lesson the pupil outcomes will normally be consistent with the objectives set at the beginning. These objectives are made clear through the use of success criteria (provided visually or in writing).



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It is expected that lessons and/or activities:

- Inspire, motivate and challenge pupils, through high expectations.
- Have clear aims and success criteria and purposes which are shared with the children (success criteria describe to pupils what the teacher is looking for and how they will know they are being successful in their learning).
- Are well-structured, well-planned and paced appropriately.
- Have flexible and subject specific groupings, where appropriate.
- Make good use of prior and future learning, with high quality resources.
- Are adapted to meet the learning needs of pupils with differing abilities and interests.
- Ensure the full participation of all pupils.
- Incorporate regular verbal and written feedback to pupils (please see our Marking Policy).
- Provide opportunities for self-assessment.
- Involve a range of teaching strategies (e.g. that suit the subject matter as well as the pupils; ensure pupils apply themselves with purpose and self-confidence; encourage pupils to display and develop learning skills as well as knowledge and understanding; and encourage pupils to demonstrate independence and autonomy.)
- Utilise Assessment for Learning (AFL) strategies and assess pupils both for summative and formative purposes (i.e. to measure how well they have achieved and to inform future planning).

Staff Development

CPD training is provided to update and develop standards of teaching and learning. New initiatives in curriculum development and teaching are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. A CPD programme has been developed which is complemented by focus areas on staff InSeT days, alongside personalised CPD opportunities, provided by Optimus Educational Training. In addition to the CPD process, staff are encouraged to explore wider areas of professional development, as appropriate to their specialist area of teaching or areas of interest. Staff attending external courses during the academic year update colleagues at staff meetings.

Assessment, Marking and Presentation

Assessment will improve learning and raise achievement if it is planned for. It works most effectively when pupils are actively involved in their own learning (this would include discussions with pupils, individually and in small groups, and the setting of individual targets). It should be used to inform future learning targets and consequently adjusts teachers' planning and teaching. Importantly, it should celebrate achievement and provide effective feedback to pupils through marking.

Assessment of pupils is on-going during lessons and teachers will constantly assess pupils through:

- Observation
- Discussion
- Questioning
- Activities
- Testing



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Homework

We believe that homework helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life. All homework set is appropriate for the children it is aimed towards. The tasks are manageable in the time allowed and adapted to stretch the most able and support those children with Special Educational Needs.

The aims of setting homework are:

- To consolidate and reinforce skills and understanding
- To extend school learning
- To develop a home-school partnership
- To ensure that children have an opportunity for pre-learning or consolidation.

The time per week spent on developing English and maths skills, is as follows (age-appropriate):

- Year KG & Rec: 5-15 minutes per night, as appropriate
- Year 1 & 2 : 20 minutes per night
- Year 3 & 4: 30 minutes per night
- Year 5 & 6: 40 minutes per night

Homework is issued twice a week (Mondays and Thursdays), and the children are expected to organise their time in whichever way they feel is best (supported by parents). Parents are advised to inform the relevant teacher if the homework is regularly exceeding the recommended time.

Opportunity to learn and make progress for all pupils

The school is committed to a high-quality educational provision for all of its pupils, in order to facilitate continual progress and learning whilst at the school. Pupils' needs are assessed wherever individual circumstances or needs are suspected of impeding or challenging that learning; support provision is initially led by the teachers and Phase Leaders, then the SENDCo.

Phase Leaders/SENDCo will also work with teachers and parents in the event of individual learning barriers or circumstances disrupting a pupil's educational provision (e.g. ill health, extenuating home circumstances or EAL).

Children who need Specific Learning Support

Any children with an identified learning need, within an EHCP or pupil profile document, have their needs coordinated and monitored by the SENDCo, who ensures that statutory requirements and individual needs are met. Those children who have been identified to need specific learning support are provided with appropriate teaching strategies, learning resources and suitable interventions. Planning is adapted to ensure full access to the curriculum. The SENDCo works closely with the children, the learning support team, as well as with Teachers, Phase Leaders and parents, to ensure early identification of any needs.

Please also see the SEND Policy.

Meeting the Needs of Able Children

The curriculum is designed to meet the needs of able pupils and to provide appropriate stretch and challenge for all, and goes beyond nationally expected levels of achievement. Our curriculum is



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constantly evolving in order to accommodate the needs of our children. Maths, English and PE is grouped in the Prep, as appropriate, in order to ensure a more specific curriculum can be followed to stretch our most able children, whilst supporting our less able pupils and to cater to all learning styles. In other subjects, the curriculum is enriched using many resources, often extending children at least a year beyond their chronological age. The AGT Policy provides more information on the provision for able, gifted and talented children.

Progression within the Curriculum

To ensure there is smooth progression within the Bowdon Prep curriculum, Heads of Department meet regularly with their department to discuss the curriculum and the specific needs of the pupils. The development of the curriculum is a collaborative process but is overseen by the Head of Department to ensure all aspects of their subject are covered and reinforced throughout a child's progression within the school. It is ultimately the Head of Department's responsibility to ensure the medium-term planning complies with this need.

Spiritual, Moral, Social and Cultural Development, PSHE, RSE

Form time takes place in structured sessions each week, covering PSHE, e-safety, and RSE as appropriate. In addition, pupils also explore RE within the timetable at specific times where spiritual, moral, social and cultural issues are raised and discussed. British values, such as promoting respect for others, along with protected characteristics are promoted. In addition, each department ensures its curriculum is balanced in the SMSC areas, giving children the opportunity to discuss social and moral issues within different subjects and taking account of the wide range of cultures within our society. The department policies give specific examples of these opportunities within each subject.

Alongside academic development, wider character and emotional development is of equal importance to the school, as demonstrated by our underlying school values. An underlying resilience alongside a freedom to 'fail' and improve through a process of repeated 'failures' is essential to a healthy education and is particularly important in a high-achieving environment in which all individual successes, often of very different types and magnitudes, need cherishing and celebrating. The school values 'one another' not just because of what we do but because of a fundamental belief in the value and worth of each individual. PSHE education at BPS reflects the school's aims and ethos and encourages respect for other people.

The Role of ICT

ICT should be planned in two ways. One is in the teaching of computing skills and software in computing lessons. The other is where ICT is used to enhance the teaching of other subjects, such as putting in data to produce graphs in maths lessons or using PowerPoint to present information in history. ICT is used to track pupil progress, to enhance work for display, for writing reports, producing worksheets, research and for bringing the outside world into the classroom.

Monitoring, Evaluation and Review

The teaching and learning provision at BPS is systematically monitored by Heads of Department, SLT members and the Headteacher. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision.

Information about the quality of teaching is gathered through formal monitoring of teachers in a process of focused observation or more informal Learning Walks and Learning Visits. The Heads of Department, alongside the SLT, gather information and evidence about teaching and learning through the scrutiny of medium-term plans, by looking at samples of children's work, by classroom

observation and by analysis of standardised test results where appropriate. This information is used to inform the annual Action Plans produced by Heads of Departments, and the School Development Plan.

During the year, Heads of Departments work to achieve the agreed goals and targets in their Action Plans. They evaluate their success and share progress with staff, as well as with Governors in Education Committee meetings, noting down any ideas or matters arising for consideration in the following year.

Rewarding Efforts, Achievement and Celebrating Success (see Positive Behaviour Policy)

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process, and to encourage self-esteem within our school community by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform or share in class or in assemblies
- the awarding of stickers, certificates
- Merits, House points

Extra-Curricular and Enrichment

At Bowdon Prep School we work hard to create a balanced curriculum which has breadth as well as depth. We believe enrichment activities play a vital role in the provision of a broad and balanced educational experience. It therefore provides opportunities for pupils to develop leadership and team working skills through the provision of a wide and varied extracurricular and enrichment programme, including themed days which all the children participate in, theatrical productions, trips, outings and residential for pupils in Years 3 to 6. We foster links with local primary school and come together at several times of the year for enrichment and extra-curricular activities.

The school has a strong tradition of sporting participation, a range of music and performing arts activities and a variety of extra-curricular clubs. Members of the teaching team run extra-curricular school clubs along with external service providers. A wide range of age-appropriate clubs are offered both before and after school for Pre-Prep and Prep pupils. Typically, these could include cookery, language, craft, sports and choir (see Extra-Curricular Programme).

At Bowdon Prep School we aim to give children opportunities to:

- Participate in a variety of clubs
- Safely enjoy well organised clubs
- Be involved in competitive activities which take place in a friendly and sporting atmosphere
- Make an active contribution to the school through their participation
- Develop and extend their skills.

In addition to music lessons offered by peripatetic teachers, pupils also have the option of taking external examinations from LAMDA, an organisation accredited to offer exams in the 'Speaking of Verse and Prose' and 'Acting'.

Participation in extra-curricular activities is monitored to ensure that all pupils take advantage of the opportunities available at school and that they balance these commitments with the requirements of their academic work.



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Related policies

Early Years Policy
Subject Specific Policies and Action Plans
Professional Development Policy
PSHE Policy (SMSC/ British Values/ RSE Policy)
Marking and Feedback Policy
Positive Behaviour Policy
SEND Policy
Relationships and Sex Education Policy
Admissions Policy
EDI Policy
EAL Policy
Health and Safety Policy
Anti-Bullying Policy
Educational Visits Policy

Appendix (Associated Documents)

Curriculum maps and Long-Term plans
Lower School topic overview
Breakdown of subject time
Assessment Programme
Staff CPD programme Autumn
Extra- Curricular Programme
Differentiation Guidance 2021-2022
Co-Curricular whole school mapping
Subject Overview
Assessment & AFL guidance
SMSC / Assembly themes overview _ Autumn
Department for education policy

Policy Review and Dissemination

All members of staff and governors will receive a copy of this policy (via TEAMS link).
The policy will be available for parents on our website. A paper copy can be requested via the School Office office@bowdonprep.org.uk.

SLT member responsible	CD/SMT
Governor / Board Responsible	HZ
Date of review	April 2025 – Spring 2
Date of next review	April 2026 – Spring 2

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