



Sedbergh
PREP AT CASTERTON

CURRICULUM POLICY

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ETHOS AND AIMS

Sedbergh Prep School develops happy, confident children with a 'can-do' attitude, independent yet always with a sense of team before self. Through careful and sensitive teaching, we aim to foster a spirit of adventure, both inside and outside the classroom.

Our curriculum is ambitious and equips pupils with the necessary skills for future success and reinforces British Values through our Ways of the Wolf Values. This is delivered in a setting of timeless beauty where pupils have the space and time to enjoy their childhood. We provide a holistic approach where each child's unique needs and skills are nurtured and developed.

The Ways of the Wolf Values are central to our curriculum design.

Ambition (Individual Liberty): We aim high and we understand that hard work brings reward. We employ a growth mindset in all that we do and celebrate excellence in the classroom.

Collaboration (Democracy, Rule of Law): Not only in our choirs, ensembles, production casts and sports teams; we know that mankind's greatest achievements have come about through teamwork and we value the ability to work productively with others.

Courage: Sedbergh Prep builds adventurous young men and women with a 'can do' attitude. We dig deep when the road gets bumpy, we take risks in our learning and are not afraid of failure.

Creativity: We understand the need for originality, problem-solving and higher order thinking in the workplace of tomorrow.

Kindness (Tolerance and Mutual Respect): Underpins all our behaviour in school and lays the foundations for us to make hugely positive contributions to society. We take nothing for granted and do all that we can to help others.

Responsibility: We revel in the opportunity to be leaders, to look after others and ourselves. We know that leadership is less about the title and more about action. We accept that responsibility for our environment is a priority.

Sedberghians are proud of their shared heritage and pupils leave us ready to continue their journey at the Senior School.

PART A: ORGANISATION OF EDUCATION

Year R

There are 33 formal academic teaching periods (35mins) each week. Pupils are taught in their year group.

Year 1 and Year 2

There are 35 formal academic teaching periods (35mins) each week. Pupils are taught in their year group.

Year 3 – Year 6

There are 37 formal academic teaching periods (35mins) each week. Pupils are taught in their year groups

Year 7 and Year 8

There are 43 formal academic teaching periods each week. Lessons take place (Monday to Saturday inclusive).

Setting Organisation

As much care as possible (standardised data, written tasks, interview, school feedback and reports) is taken into account to ensure that children joining the school throughout the year are correctly placed in sets in Year 7 and 8.

In year 7 pupils are taught in form sets until October half term. The first few weeks of the Michaelmas Term allow staff to complete standardised and formative tests, assessment of maths, reading and spelling and teacher feedback, at these points, children may move sets.

Pupils are set for Language (English and humanities) and STEM (Maths, Science and DTE)

PART B: QUALITY OF EDUCATION

Curriculum

We provide a holistic approach where all pupil's needs and skills are developed and supported. Teachers encourage curious minds to ask questions and to investigate, by modelling these skills and sharing their love of learning. We develop confidence by encouraging pupils to take part in new challenges and to take an active role in new experiences, in and outside the classrooms.

Pupils are provided for by our breadth of studies in the following subjects: English, maths, science, geography, history, Religious Studies, PSHEE (Personal Social Health and Economic Education), art, DT&E (design and technology and engineering), French, Latin (Y7-8), drama, music, computer science, PE (physical education) and games.

The subject 3 I Statement for these may be found on the School's SharePoint area. The shared area also contains medium-term planning grids.

Teaching and Learning (Please refer to Teaching and Learning Policy)

The curriculum 3I Statement provide a detailed account of the provision throughout the School. These are to be found on the School's website and in SharePoint.

The School employs specialist heads of subject in most departments and a range of specialists within each department. This allows us to have specialist teaching of drama, music, French, DT&E, art and PE. While the teaching of the younger pupils is primarily taught by the Form Tutor, the children encounter an increasing range of specialists.

In all of the above ways, the School seeks to meet the individual needs of each child as set out in its ethos and aims and in its teaching and learning policy.

Assessment

Learning and progress are carefully monitored by teachers, Heads of Departments, Deputy Head Academic and Senior Management, who all take an active role in ensuring pupils develop and reach their potential.

The Education Committee of Governors provides oversight to the process of monitoring learning and progress.

The School has a separate Assessment and Feedback Policy.

Assessment of pupils' work takes place regularly and thoroughly, and information is used from that assessment to plan teaching so that pupils can progress.

It is the duty of Heads of Departments to undertake regular (half termly) monitoring of their subject and report to the Deputy Head (Academic). Further information can be found in Head of Department Handbook.

Early Years Foundation Stage (EYFS)

The curriculum that we teach in Year R meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Planning focuses on the seven areas of learning and development:

communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning.

During the children's first half term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in EYFS and onto KS1.

Special Educational Needs – (See SEND Policy)

At the beginning of the academic year pupils with additional needs are identified to all staff and catered to through scaffolding and support. Staff meet to ensure a smooth handover from year to year so all staff are aware of strategies and support needed for individuals as well as those who need to be challenged within the lessons.

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities with the support from the SENDCO where needed which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider external support and guidance from a range of linked providers.

The SENDCO and Deputy Head Academic deliver CPD training to promote awareness and best practice.

English as an Additional Language (EAL) - (See EAL Policy)

Sedbergh Prep School provides specialist English as an Additional Language teaching to international pupils who require extra tuition with their English. Pupils who have been identified as requiring EAL lessons are individually assessed when they join the school so that the appropriate support can be given to them.

Pupils are given support which helps them to access the school curriculum, as well as practising the key language elements of grammar, vocabulary, reading, writing, speaking and listening.

There is a termly charge for EAL lessons and parents of pupils who require EAL lessons.

Stretch and Challenge (See Stretch and Challenge Policy)

At the beginning of the academic year pupils on the stretch and challenge register are identified to all staff and catered to through scaffolding and support as well as extension tasks/activities in class to challenge the more able. From Year 4, this register will be used to support early identification of potential scholar pupils.

Scholars - Added Challenge and Enrichment (ACE)

Scholars in Year 7 and Year 8 will take part in the Added Challenge and Enrichment Programme. Please refer to Stretch and Challenge Policy.

PREP

Reception – Year 2

There is no formal expectation for homework in Reception to Year 2. However, it is recognised that early learning is greatly enhanced by support at home. Children in these year groups are encouraged to share books and take part in a variety of language and number activities. These home–school tasks are tailored to meet the individual needs of each child.

Years 3 and 4

Prep for pupils in Years 3 and 4 will focus on English, maths, and science. Prep activities —such as reading, spelling, mental maths, and English tasks—should **take no longer than 30 minutes in total each evening**. Science prep is also set, and is often practical in nature or a task designed to consolidate classroom learning. We encourage and welcome parents to work alongside their children in these areas, helping to reinforce and practise what has been taught in school. Children are also encouraged to enjoy reading at home each night. Optional tasks in other subjects may be offered throughout the year for pupils who wish to explore further.

Prep diaries are used to record homework and serve as a means of communication between home and school.

Years 5 and 6

Prep for pupils in Years 5 and 6 continues to focus on the core subjects of English, maths, and science, with a growing emphasis on independent study. **Pupils are expected to complete 30 minutes of focused, independent work each evening**, helping them to develop strong study habits, time management skills, and a positive work ethic. They are also encouraged to communicate with their teachers if they need support, fostering confidence and responsibility in their learning.

Children are encouraged to enjoy reading at home each night. Activities to extend pupils' learning are also available, such as online learning resources, times tables practice, spelling, and language vocabulary work.

Prep diaries remain an important tool for recording homework and supporting communication between home and school.

Years 7 and 8

Prep in Years 7 and 8 reflects the broader curriculum at this stage, with tasks set across a wider range of subjects beyond English, maths, and science. Pupils are expected to **complete two 20-minute prep tasks each evening**, encouraging consistent effort, independence, and effective time management. As they take greater responsibility for their learning, pupils are encouraged to seek support from their teachers in good time before the prep deadline, helping them to stay on track and build confidence in managing their workload.

Children are still encouraged to enjoy reading at home each night. A range of extension activities is also available for those keen to reach their full potential, including research projects, past paper practice, creative tasks, and online learning resources such as spelling, times tables, and language vocabulary work.

Prep diaries remain an important tool for recording homework and supporting communication between home and school.

For Year 8 pupils, prep will also be recorded on their Microsoft Teams classrooms. This supports their preparation for life at Sedbergh Senior School, helping them to build independence and become more confident using digital learning platforms.

Prep Free Wednesday

Introducing a no-prep policy on Wednesdays recognises the full and varied commitments our pupils manage—particularly those with extended academic days and Saturday school. This midweek pause provides a valuable opportunity for rest and recovery, enhancing both family and personal time. The break also serves as a useful buffer for pupils whose external activities may occasionally disrupt prep on other evenings. Overall, a prep-free Wednesday supports mental health, academic progress, and a more balanced school-life rhythm.

Supporting Prep at Home

Prep is designed to help pupils develop independence, self-discipline, and a positive approach to learning beyond the classroom. It provides opportunities to consolidate key skills, reinforce knowledge, and extend understanding through tasks suited to home learning—such as vocabulary practice, revision of essential facts and dates, consolidation exercises, and occasional research or creative projects.

We encourage pupils to complete their prep at a regular time each day, where possible. While we recognise that other commitments—such as clubs, music practice, away fixtures, and travel—can make this challenging, a consistent routine helps children settle more easily into focused study. Prep should be completed in a quiet environment where pupils can concentrate without distractions.

As a general guide, pupils in Years 3 to 6 are expected to complete **30 minutes of focused prep** each evening. Pupils in Years 7 and 8 should expect to complete **two 20-minute prep tasks** per evening. Pupils may work beyond these guidelines; however, we suggest a maximum of **60 minutes per evening** on prep. If a pupil is struggling to complete a task, we ask that the times outlined are observed—as long as a sensible and reasonable attempt has been made. It is important that pupils learn to manage their time and seek help **in good time before the prep deadline**, rather than waiting until the last minute.

We value the role parents play in supporting good work habits at home, especially in the earlier years. Reading together, discussing learning, and encouraging curiosity all contribute positively. However, as children grow older, it is important to allow them to take increasing responsibility for their own prep.

This gradual ‘weaning’ process helps pupils understand that poorly completed prep has consequences at school, and supports the development of independence and resilience.

We also encourage pupils to take ownership of their learning by identifying areas they wish to strengthen or explore further. Extension activities are available to support this.

If concerns arise at home—whether about workload, motivation, or understanding—it is always best to contact your child’s **Form Tutor**. Working together, we can ensure that prep remains a positive and purposeful part of your child’s learning journey.

DIGITALLY ENHANCED LEARNING

MS Teams

The aim of digitally enhanced learning (DEL) at Sedbergh Prep is to enhance learning in a transformative way. DEL has been most exciting where it has begun to transform the ways in which children learn and their attitudes to learning. They are more motivated and engaged, work more collaboratively, reflect more on their own and others’ work, are able to work at an individualised pace and level, are more independent learners and can be more creative and produce work of a higher quality.

The use of MS Teams for education is a means of fostering innovative and forward-thinking IT usage across the curriculum. This has not only enabled pupils to create digital documents with all the functionality of those on the Windows platform but, has also given them the added flexibility to store documents in their own virtual drive for easy access anywhere, at any time. Documents can be shared between teachers and pupils for the purposes of delivering ongoing constructive advice; pupils can also share between themselves when collaborative working is called for. MS Teams also facilitates advanced research skills, with children being able to access web-based sources, quotations, images, dictionary definitions and academic references for inclusion in their projects.

PART C : MENTAL HEALTH AND WELL-BEING

RSE and PSHE

There is a programme of PSHE and RSE outlined in the separate PSHE and RSE Policies.

It is delivered in every year group through form tutors in a lesson every Friday morning.

PSHE is also delivered through year-group and whole-School sessions outside of the normal timetable throughout the year e.g. assembly themes.

It is essential that this provides effective preparation for life in a British society. We are clear that we do not undermine the fundamental British values of democracy, law, liberty and mutual respect and tolerance of those with individual faiths and beliefs; in fact, these are actively promoted throughout the PSHE curriculum. (Please see PSHE Policy.) Relationship and Sex Education (RSE) is central to our provision of PSHE, and details of this can be found in the RSE policy.

Responsibility for PSHE and RSE is the Senior Deputy Head (Pastoral) with support from the School Doctor and the Head of Science.

Physical Education

Pupils experiences a wide range of physical opportunities.

Year R

There are 6 formal physical education teaching periods (35mins) each week. Pupils are taught in their year group.

Year 1 and Year 2

There are 4 formal physical education teaching periods (35mins) each week. Pupils are taught in their year group.

Year 3 – Year 6

There are 10 formal physical education teaching periods (35mins) each week. Pupils are taught in mixed year groups and in gender groups.

Year 7 and Year 8

There are 14 physical education teaching periods. Lessons take place (Monday to Saturday inclusive).

Friday afternoon P9 and P10 are Activity Afternoons (see Beyond the Academic Curriculum)

Beyond the Academic Curriculum

The curriculum at all levels is supported by a comprehensive programme of extra-curricular activities which encompasses sport, music, drama, art, Outdoors Activities, home economics, and much more. Activity afternoons are held on Fridays, where pupils from Year 3 – 8 can select one from a choice of around 15

different activities to for the half term. Some of these are chargeable such as sailing, rock climbing and golf, but the rest carry no charge.

Pupils in the Pre-Prep have the opportunity to stay in school after 3.25pm to join an extra curriculum activity. There are a range of sports on offer to pupils and the School aims to provide competitive opportunities for all pupils whatever their level of skill. During the school day, children have access to riding and tennis lessons (charged)

In music and drama the School caters for all abilities. All pupils have access to instrumental music lessons (charged) whether they are just starting out or have already gained their Diploma, and the Music department provides a wide range of occasions to perform. The Drama department offers performance opportunities in all year groups. Pupils also have access to LAMDA lessons (charged)

Educational trips are a regular part of life. Most residential trips, especially overseas trips, take place during School holidays; while academic departments often take year groups on day trips during term time to museums, theatrical performances, outdoor education centres and the like.

Pupils are also encouraged by their teachers to enter local and national competitions (e.g. Maths Challenge), and some departments offer competitions within School.

Through House charitable activities and our community service scheme, pupils in Year 7 and 8 have the opportunity to take part in voluntary and charitable activities in the local community and further afield.

Friday Chapel plays a central role in the life of the school, including sharing key messages relating to the school's values, the role of faith and belief, community, as well as many aspects of spiritual, moral, social and cultural development.

Behaviours and Moral Development

Sedbergh Prep pupils will develop an understanding of the difference between right and wrong, moral dilemmas; understand the need to do what is right, a willingness to consider others with concern and the ability to cope with moral conflict.

The curriculum supports children's moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Challenging stereotyping
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values –for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practise moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour
- Providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays,

PART D : ROLES AND RESPONSIBILITIES

Roles and responsibilities of Headteacher, other staff and Governors

The Deputy Head Academic will ensure that:

- All elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met - this will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communication technology (ICT);
- The amount of time provided for teaching the curriculum is adequate and is reviewed regularly;
- Where appropriate, the individual needs of some pupils are met
- The procedures for assessment and how parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve;

Sedbergh Prep Teaching staff will ensure that:

- the school curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

- The chair of the Education Committee reviews the implementation of the policy annually.

This policy is to be read in conjunction with:

Teaching and Learning Policy

Assessment Policy

Marking and Feedback Policy

SEND Policy

EAL Policy

Stretch and Challenge Policy