LATYMER PREP SCHOOL

CURRICULUM POLICY (including Able, Gifted and Talented Policy)

PERSON(S) RESPONSIBLE:	PRINCIPAL
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1. GENERAL STATEMENT

Latymer Prep School (***the School***) aims to provide a supportive learning environment within which children are encouraged to achieve their best. The School's curriculum follows the statutory requirements and reflects the National Curriculum though we aim to provide an educational experience which is wider and deeper than that prescribed by the National Curriculum. At the School, we aim to inspire a love of learning and of life. Through support, guidance and encouragement we seek to nurture self-confidence and resilience in our children to enable them to achieve the highest academic standards, to find self-fulfilment and to be happy.

Our belief in personalised learning – by which we mean providing challenge and support appropriate to each child's needs and strengths – is balanced by an emphasis on cooperation, group learning and emotional empathy. Believing that children learn best within a happy and secure environment where they feel valued and respected, particular emphasis is placed upon pastoral care.

Understanding and tolerance of the diverse range of cultural, social and ethnic groups which make up our society - and which is reflected in the School - is central to our approach to learning.

As an academically selective school, we recognise our responsibility to provide an education which inspires academic ambition in our children and begins to prepare them to become positive leaders in the future. Through careful monitoring and tracking of progress we are able to identify individual pupils who would benefit from additional support. We provide this through adaptive teaching and learning in the classroom as well as small-group and one-to-one support when necessary. We aim to ensure that we provide the appropriate level of challenge and support to all children across the ability range, including those who might be identified as 'able, gifted and talented'.

Where a child has been admitted with an Educational Health Care Plan (***EHC Plan***) our aim is to provide them with an education which matches their academic abilities and potential. The requirements of their EHC Plan would guide our approach and interventions. In our experience, close liaison with local educational authorities and other support agencies as well as with the child's parents means that – provided they are able to meet the academic challenges of the entrance examination – children with EHC Plans flourish in the School.

Understanding that children learn in many different ways, we draw on a wide range of pedagogic approaches and strategies.

This policy is available on the school website under 'School Policies' and a hard copy is available from the School Office on request.

2. AREAS OF LEARNING

In constructing our curriculum we aim to cover the following areas of learning:

- **Linguistic (mainly through English and Modern Languages)** - developing pupils' communication skills and increasing their command of language and vocabulary through listening, speaking, reading and writing activities.
- **Mathematical (mainly through Mathematics) -** developing pupils' numeracy

and ability to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and independently and to express themselves clearly. This includes learning to apply their mathematical understanding to solve problems in the real world and in aspects of the world of finance.

- **Scientific (through Science)** – developing the skills associated with science as a process of enquiry: for example, observing, conducting experiments and recording their findings. Developing awareness of technology and the environment.
- **Technological (mainly through Computing and Design & Technology)** developing pupils' technological skills through the use of information and communication technology (ICT) and coding; developing, planning and communicating ideas; in Design and Technology in particular, through working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **Human and social (mainly through History, Geography, Modern Languages and PSHE)** developing pupils' knowledge and understanding of people, society and its institutions, different cultures and the environment, and of how human action, now and in the past, has influenced events and conditions.
- **Physical through PE, Games & Swimming)** developing pupils' physical control and coordination of mind and body including speed, balance, agility and quickness.
- **Aesthetic and creative (through Art, Music, Drama and English)** This area is concerned with fostering childrens' appreciation and development of their creative and artistic abilities across these disciplines. the processes of making, composing and inventing including developing pupils' personal, imaginative, and practical responses. We aim to promote imaginative and well rounded individuals.
- **Ethical and spiritual (mainly through Religious and Philosophical Studies, PSHE)** – developing pupils' values and relationships, and values of school, society and religion and their ability to empathise.

3. SUBJECT LEADERS CURRICULUM AIMS

Set out below is a summary of the curriculum aims by each subject leaders:

3.1 Art and Design:

In Art, we ensure that every child is given a wide range of creative experiences and opportunities. By ensuring a wide range of materials and means of expression are covered, each child's individual creativity can be developed. Skills and knowledge learnt, are both progressed and embedded year on year as the children revisit materials and techniques covered during their time in the Prep. We encourage the children to experiment and be brave in their self-expression meaning no two pieces of work are the same but instead a reflection of the character and emotions of that child. Art is a unique opportunity for the children to create something shareable beyond cultures and language, individual and yet capable of connecting.

We provide opportunities for the children to talk, discuss and look critically at their work and others. We strive to create an environment in which the children can celebrate each other's work and can learn from each other's and their own decisions.

Through learning about a diverse selection of artists and sculptors, the children feel both inspired by and represented in the art world. Through a wide variety of artworks, we further the children's understanding of society, the world around them and themselves.

Curriculum links are made through the study of British artists and artists from around the world and throughout history.

3.2 Design and Technology (*DT*)

During DT lessons we aim to provide opportunities for children to become imaginative, independent, creative problem solvers. They gain a deeper understanding of how the world works. They have opportunities to design and make products. Children build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products. DT allows children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

3.3 English

We believe that a love of reading and an introduction to the wealth of world literature is the pathway to stimulating every child's creativity and imagination. We understand that through the medium of books our children can learn to empathise, value and understand more about our planet, our world cultures, human rights, diversity, equality and other important social topics such as climate change, the plight of endangered animals, changing social attitudes and world history.

We recognise that the pleasure of reading for reading's sake is a lifelong gift. We understand that cultivating an ability to listen and learn, to think independently and to clearly communicate ideas and opinions both orally and in writing are important milestones in every child's development.

We believe that good readers make good writers. A critical appreciation and understanding of both modern and classic children's literature from across the globe can not only inspire children to write but can also develop a child's vocabulary and their understanding of it.

We aim to consistently provide a variety of stimulating, vivid and real experiences – such as meeting an author, poet or illustrator, visiting a theatre, performing a poem, presenting in assembly, entering a writing competition, putting on a play – to help the child to develop confidence, self-belief and self-expression.

We provide opportunities to talk, discuss and share ideas and opinions and we strive to cultivate a safe and respectful environment where every child's views are listened to. We recognise that this type of environment helps children to develop their language skills and to find their own voice, developing the necessary communication skills to equip them for the future.

We recognise the ever growing and adapting role of digital ICT media in our lives and its importance as a creative and communication tool. We aim to provide opportunities for children to use this medium to enhance their learning experiences and to ensure that their communication skills embrace current technological developments.

3.4 Food & Nutrition

Food and Nutrition introduces the important fundamentals of cooking, incorporating the principles of healthy eating and basic nutrition. As they progress through the years, the children will build a repertoire of skills which will enable them to become independent in the kitchen. Every lesson, students will learn the importance of safety and hygiene in practice. Other key topics such as food provenance, sustainability, factors affecting food choice and food science are also explored and linked to practical application.

Cooking is a fun and practical way to encompass other subjects, including Science, Maths, English and Art. The subject teaches cookery skills whilst developing organisational skills and creativity, and enhances manual dexterity through the preparation and combining of ingredients. It also encourages an understanding of the value of teamwork, observing co-operation, tolerance and construction within the group.

At the end of year 6 students will be able to plan and cook a healthy meal independently. The subject teaches valuable life skills , consisting of a knowledge of food and a passion for cooking and healthy eating which will be useful for the rest of their lives.

3.5 Geography

Geography is used to open up new and exciting worlds for the pupils to discover, and to inspire them to question and examine their existing one. Through our teaching of geography we aim to:

- Engage the children by stimulating an interest in their surroundings;
- Provoke thought and understanding about the natural and physical worlds: including weather, climates, rivers, coastlines, mountains, volcanoes, earthquakes, rainforests and biomes;
- Develop knowledge of places and environments at local, national and international settings;
- Increase their understanding of different peoples and cultures throughout the world;
- Acquire an understanding about the natural and human-made processes that bring about change in the physical and human world;
- Develop the children's competence in specific geographical skills; e.g. Ordnance Survey maps: location, symbols, scale, perspective and map use;
- Develop enquiry skills, empowering children to use I.C.T to research issues of interest;
- Involve the children in a range of teaching and learning; e.g. fieldwork, discussion, using I.C.T, class presentations and written work; and
- Monitor and assess children's work, providing positive reinforcement and feedback on a regular basis.

3.6 History

Our aims in teaching history at Latymer Prep School are that all children will:

- Understand that the society in which they live has been shaped by developments in the past.
- Learn to study historical evidence, asking questions and solving problems.
- Develop the ability to communicate historical knowledge and understanding, orally, visually and in writing using appropriate techniques and vocabulary.
- Appreciate how and why some aspects of the past are subject to different interpretations.
- Develop a love of learning history and an inquisitive mind.

- Learn to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for Latymer Upper School and beyond.

History is important because it is a body of knowledge central to our understanding of the development of the modern world. The information handling skills developed through the study of history have a wide applicability in everyday life; historical awareness facilitates responsible participation in society.

3.7 Computing

During Computing lessons we aim to provide opportunities for children to use technology in productive and meaningful ways. Computer Science is a core element of the curriculum and children will be taught the principles of information and computation, and how digital systems work. Children will be equipped to think logically about problems and encouraged to present varied solutions. Computing will enable children to create programs and a range of digital media. Children will be creators of digital content as well as consumers. Children will be expected to become digitally literate and are encouraged to make decisions about when and what systems can and should be used, thus developing their long-term IT capability.

3.8 Mathematics

In the Maths department, we aim to nurture each child's confidence in order to enable them to reach their potential as mathematicians. By progressively introducing a range of different topics and strategies for approaching maths problems, the department seeks to empower each child with a range of skills and techniques on which they can draw and through which they can develop as independent learners. We believe that it is important to develop intellectual flexibility and resilience in our pupils; there is always more than one way of solving a maths problem.

Our teaching approach is interactive and dynamic, utilising a range of stimulating texts, interactive/whiteboard learning and individualised learning through personalised tasks on the computer and ipad. We also seek to anchor maths within the real-life experience of the children.

Recognising that some children can find aspects of the subject challenging, the department works closely with the Director of Studies to identify and support children through the provision of small-group teaching. Extra extension groups in Years 5 and 6 provide a fun context in which children are encouraged to take risks and speculate creatively, to gain confidence and to recognise the particular intellectual pleasures mathematical understanding provides.

We offer pupils opportunities to take part in competitions and quizzes and we invite visitors in to teach the pupils about Finance and Maths in the real world, as well as taking pupils on trips to financial institutions, such as the Bank of England museum.

3.9 Modern Languages

Recognising the diverse nature of our community at school and in the world at large, we teach both Mandarin and Spanish at Latymer Prep School. From the start of their studies here, children are encouraged to embrace multi-lingualism and are inspired to undertake life-long language learning.

3.9.1 Mandarin

Children practise different sounds and structures in a lively environment that promotes spoken communication skills in particular. Decoding a language as unique as Mandarin, is a challenge that is rewarding and supports the development of intellectual courage and resilience, creativity, and ultimately, self-confidence in our children. Enjoyment of linguistic diversity is complemented with opportunities for children to learn all about China and to widen their horizons.

3.9.2 Spanish

The focus of study is on practical communication in a safe and vibrant setting. Children are encouraged to explore the patterns and sounds of Spanish, allowing them to develop accurate pronunciation and the ability to engage in conversations. They practise the four main skills of speaking, listening, reading and writing to enable them to communicate ideas, opinions and feelings. Exploring the diverse cultures of the different Spanish-speaking countries allows them to understand the relevance of their learning in a global context.
Developing self-confidence, through active participation, encourages good learning habits that support their learning across the curriculum

3.10 Music

At Latymer Prep School we seek to provide a lively and stimulating introduction to Music for all and to guide children of all abilities towards the fullest realisation of their potential. We hope the pupils will develop an all-round understanding of and enthusiasm for music, which they will carry with them for the rest of their lives.

The aims and objectives of Music are to enable children:

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of the great composers and musicians. We aim to incorporate music composed and performed by an ethnically diverse range of artists and composers;
- To learn to sing, use their voices, to create and compose music on their own or with others, have the opportunity to play in class in groups on the drums and on the xylophones, to learn the recorder in Year 3 and an orchestral instrument in Year 4, to join a variety of ensembles, to join choirs, to use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions:pitch, duration, dynamics,tempo, timbre,texture,structure and appropriate musical notations;
- Use and understand staff and other musical notations;
- Improvise and compose music for a range of purposes;
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Appreciate a range of works from different traditions and from great composers and musicians;

- Develop an understanding of the history of music;
- To listen to recordings of their performances and compositions as well as evaluate themselves;
- To participate in concerts, assemblies, festivals, ensembles, musical outreach and events, including children that learn privately;
- To attend concerts;
- To have the opportunity, where possible, to learn one or more instruments or take singing lessons at school; and
- To take external exams like ABRSM and Trinity exams at school.

3.11 Sport

The PE Department offers a varied and diverse selection of sports for our students. We aim to provide an environment of inclusiveness that creates positive experiences for all within our school community. Teaching is in both co-educational groups and gender groups and all pupils are expected to learn the skills associated with the sports/physical challenges that we offer. In addition, we organise our teams along co-educational lines with pupils being chosen for schools teams according to ability and commitment regardless of gender.

3.12 Personal, Social, Health and Economic (*PSHE*) Education (including Relationships and Health Education (RHE))

PSHE is all about acquiring the knowledge and developing the skills and attributes children need to keep themselves healthy and safe now, and to prepare them for life and work in the modern world. See our PSHE Policy.

In line with statutory Relationships Education and Health Education stipulations, the subject includes teaching and learning about physical health, mental wellbeing, and the fundamental building blocks and characteristics of positive, healthy and respectful relationships. See our RHE Policy.

PSHE also involves thinking about how society works and how pupils can actively play a socially and morally responsible role in it, including an appreciation of what constitutes the Fundamental British Values of democracy, mutual respect and tolerance of others, personal liberty and the law.

Every member of the Latymer community is valued, and an environment is created where children are encouraged to explore and discuss feelings, attitudes, values and relationships in dedicated PSHE Education class time.

Topics and themes covered naturally permeate other areas of the curriculum, particularly ICT, Science, RSP, Food Technology and PE, as well as English, Maths, History and Geography. As a result children are continuously encouraged to practise and embed their learning in other lessons.

We also believe that it is essential to provide real opportunities across school life to do the same. As such we promote a whole school approach where children are given a variety of roles and responsibilities within each form and throughout the School (e.g. as mentor, in the school council, as House Captains, as Anti-Bullying Ambassadors in assemblies etc.).

Children also examine how their learning is applicable to the outside world via participation in external visits (e.g. to Parliament and from Community Police Officers and Magistrates) and external activities (e.g Anti-Bullying Week, Children's Mental Health Week and Bikeability Courses etc.)

3.13 Reading/Library

Reading is held in the highest esteem at Latymer. Children have weekly Library Lessons where they are encouraged and guided to read a wide selection of books, both fiction and non-fiction. Learning the value of silent reading is nurtured, as is sharing the contents, ideas, thoughts and situations in books. Pupils take turns to read 1to1 in the Library Lessons. This allows the Librarian to monitor reading progress, comprehension and fluency and provide additional support if required. Our aim: A lifelong love of reading!

3.14 Religious Studies and Philosophy (*RSP*)

RSP enables pupils to consider and respond to a range of important questions related to their own and others' spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. Fundamental British Values (***FBV***) and Spiritual, Moral, Social and Cultural (***SMSC***) values are embedded within this subject (see paragraph 9 below). A safe, respectful, discussion environment is nurtured throughout. Philosophy for Children (P4C) is incorporated. Mindfulness is introduced (the Mindfulness in Schools Project paws.b program). RSP is required to be taught to all pupils in school. However, parents have the right to withdraw their children from RSP if they wish to do so.

3.15 Science

At Latymer Prep pupils not only learn science but learn to be scientists. Science is a broad body of knowledge as well as a way of thinking and working. Each year group encounters a minimum of 3 topics in an academic year: one related to biology, one to chemistry and one to physics. Topics are based on practical work, where scientific skills are learned and applied, and discussion, where pupils learn to be science communicators. Topics are progressively more challenging over the 4 years. Years 4 and 5 undertake a research based project. In Year 6 students complete an experimental based assignment . Science presents opportunities to develop creative and imaginative thinking and pupils are encouraged to extend their science experience beyond the classroom. "It's Not Magic … it's SCIENCE!"

4. EQUALITY, DIVERSITY AND INCLUSION

The School is committed to equality, diversity and inclusion for boys and girls at the School and aims to consider the needs of the individual in the school community.

The School aims to provide an opportunity for all pupils from all walks of life regardless of gender, age, race, religion or belief to develop their talents to the full and also to develop awareness and tolerance in relation to the aesthetic, cultural, traditional and religious values of today's increasingly pluralist society.

All members of staff should help young people to accept and respect other people's individuality and should behave in a way that is not prejudicial in terms of race, gender or disability. See the School's Equality, Diversity and Inclusion Policy.

The School will not accept words or actions which display prejudice against individuals because of their race, gender, creed or disability, and encourages all members of the School community to behave in a tolerant fashion towards each other.

5. LEARNING SUPPORT

At Latymer Prep we seek to provide opportunity for all pupils, no matter what their individual needs, to develop their talents to the full.

As part of our commitment to help every child develop skills and talents through careful guidance and support through each stage of their education, we recognise that children have different needs at different times and that it is the collective responsibility of the staff to meet those individual needs. Each child's strengths and unique qualities should be built upon in order to develop their self-confidence and self-esteem, and to meet their learning needs.
The School caters for the needs and aptitudes of all its pupils. This includes those with Special Educational Needs and Disabilities (***SEND***) who need special teaching. Full details are set out in the School's SEND Policy and Accessibility Three Year Plan which are available on the School's website. We recognise that all children may have SEND at some time in their school life. SEND requires the teacher to make provision outside their normal planning (which includes adaptive teaching) to facilitate or extend the child's learning.

All children, regardless of their individual needs, are valued members of our school community and we aim for all children to experience success. We believe that intelligence is dynamic and continues to grow and develop throughout life. We provide learning opportunities which seek to challenge, stimulate and engage children. We believe that all pupils have the same right of access to the curriculum. SEND support is available to all pupils as part of our mainstream curriculum, and is the responsibility of all our staff. We aim to provide access to a broad and balanced curriculum, and offer small group support, provided by teachers and our LSA's. Our Learning Support Department which is known as the Academic Mentoring Department, meets regularly with the Prep SEND lead and Curriculum Coordinator to discuss the needs of individual children.

We believe that to maximise the potential of all our children it is important to value each child's unique abilities, and to build on their strengths. The development of our children's self-confidence and self-esteem is part of our daily practice because whatever a child's ability, a positive self–image is necessary for success.

Each pupil with SEND requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before their child becomes a pupil at the school.

Our Academic Mentoring Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty. We are experienced in working with pupils with a range of SEND including dyslexia, dyspraxia, ADHD, the Autistic Spectrum and visual impairment.

Monitoring and Review
We arrange for pupils with identified or suspected special educational needs or learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We may offer additional time in formal assessments. We work closely with the

child and their parents and to help them to overcome the barriers that their difficulties present. All pupils undertake a LUCID assessment in Year 4.

Physical Accessibility
We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the School's Accessibility Three Year Plan and SEND Policy from the School's website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Other Adjustments
Depending on need, we are able to arrange for children to use laptop computers in classes.

Staff Training
It is our policy to provide training, advice and information to staff, as appropriate, on how we, as a school, may meet the needs of pupils with SEND. For example, during this academic year, staff engaged in a workshop facilitated by Gary Aubin on High Quality Teaching and SEND: What the evidence suggests. We also celebrated Neurodiversity Week in March 2025 with a Prep assembly to enlighten pupils in understanding the differences in the way we learn and behave.

6. ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the high academic and social demands of the school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language. See the School's English as an Additional Language Policy.

7. ABLE GIFTED AND TALENTED POLICY

Our ambition is that the potential of all pupils is realised and that the learning experience is differentiated to enable a personalised educational experience.

As an academically selective school we recognise that all our pupils can be described as able, gifted and/or talented. Indeed it is a key part of our rationale to help each of our pupils to discover and pursue their interests and develop their abilities and talents to the full. Academically, we seek to stretch and challenge all our pupils both inside the classroom and with co-curricular opportunities See our Co-Curriculum Policy. Talented pupils in music, drama, sport and other activities are similarly stretched and challenged.

The School does not construct a register of able, gifted and talented pupils as it considers all pupils to fall into one or more of these categories given the nature of its intake. We do not, therefore, formally identify able, gifted and talented pupils and believe, given our context, it would be inappropriate to do so. However, there will be a range of abilities in any given class and individual pupils' abilities will vary across subjects, topics and tasks. It is vital that we differentiate fully within this ability range in order to ensure that each pupil is given the opportunity to reach their full potential and this is set out in our planning.

It is recognised that all pupils are not equally able in all areas. Where pupils experience difficulty in specific areas, efforts are made to harness strengths to compensate for

relative weaknesses. Long-term expectations are high. Pupils with specific learning differences are recognised as needing the same level of cognitive challenge as other pupils, even where tasks may need to be differentiated for access.

All staff involved in delivering any aspect of the curriculum are expected to develop extension and enrichment activities which also take account of the need to differentiate between very bright students.

8. THOSE WITH OTHER PARTICULAR NEEDS

This includes pupils who perform a caring role at home as young carers. Teachers in their pastoral role ensure that such pupils receive the support they need to achieve educationally while taking into full consideration the impact of their caring responsibilities and in accordance with the procedures set out in the School's Safeguarding (Child Protection) Policy which is available on the School's website. This also includes pupils in care (the School's Looked After Children Policy is available from the School Office on request).

9. BRITISH VALUES

The School recognises its regulatory duty to actively promote British values of democracy, the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs. British values are actively promoted both in the wider life of the School and through its curriculum. In relation to the latter, each subject department, to a greater or lesser degree has a role to play and key aspects will be highlighted in departmental documentation, schemes of work and in the general culture of teaching and learning. Certain disciplines, such as Religious Studies and Philosophy, History, English and Geography clearly have more direct relevance to this than others. The PSHE programme also reflects key aspects of the promotion of British values. The strategic overview of the pastoral and extracurricular programme is set out in the School's document: Spiritual, Moral, Social and Cultural (***SMSC***) education, including the active promotion of Fundamental British Values (***FBV***).

Curriculum Plan 2026-2027

Year/ Pupil Numbers	ENG	MATH	DT/ FT ***	SCI	PSHE	GEO	HIS	ART	MUS	SPAN	RSP	PE/ Swim	IT	GAMES	DRA	MAND	LIB
Year 3 (22/22)	6* (200)**	6 (240)	2 (80)	2 (80)	1 (40)	1 (40)	1 (40)	2 (80)	2 (80)	2 WOLLOW (40)	1 (40)	2 (80)	1 (40)	3 (120)	1 (40)		1 (40)
Staff	BN/DB /NA	BN/DB/RB	PMC/CB	HR	VP	BN	RS	DB	LG	DL/NA	PMC	SM	RB	SM//PMC /BN/CH	LG		MD
Year 4 (22/22)	6 (240)	6 (240)	2 (80)	3 (120)	1 (40)	2 (80)	2 (80)	2 (80)	2 (80)	1 (40)	1 (40)	2 (80)	1 (40)	3 (120)	-	1 (40)	1 (40)
Staff	MW	CH	PMC/CB	HR	NA	AR	RS	MW	LG	DL	PMC	SM	RB	SM/PMC/ BN/CH	-	LL	MD
Year 5 (22/22)	6 (240)	6 (240)	2 (80)	3 (120)	2 (80)	2 (40)	2 (80)	2 (80)	2 (80)	1 (40)	1 (40)	2 (80)	1 (40)	3 (120)	-	1*** (40)	1*** (40)
Staff	AK/NA	LS	CB	HR	NA	RB	RS	MW	LG	DL	PMC	SM	RB	SM/PMC/ BN/CH	-	LL	MD
Year 6 (22/22)	6 (240)	6 (240)	2 (80)	3 (120)	2 (80)	2 (80)	2 (80)	2 (80)	2 (80)	1 (40)	1 (40)	2 (80)	1 (40)	3 (120)	-	1*** (40)	1*** (40)
Staff	AK	LS	CB	HR	VP	BN	RS	MW	LG	DL	PMC	SM	RB	SM/PMC/ BN/CH	-	LL	MD

* periods per week ** minutes per week *** These subjects have the form divided into two groups

Each period is 40 minutes long
There is no setting at the school. Children are organised in two parallel forms
There is a 30 minute break in the morning. Break 10:10-10:40
Lunchtime: 12:00-1:00
Assemblies take place at 3:00-3:25 on Mondays and Fridays with Music Assembly on Wednesdays
After-school clubs begin at 3:30 and run until 4:20