



St. Mary's College

Preparatory School

Curriculum Policy

Date Written: August 2016
Reviewed: April 2021

St Mary's College Preparatory School

Curriculum Policy (This policy includes EYFS Reception, KS1 and KS2)

This policy has been written in consultation with staff and governors of The Prep and with due regard to the school's mission statement:

Our Mission is to provide an independent Catholic education for boys and girls of all faiths aged 0-18; to provide individual challenge towards holistic and balanced development, service and achievement for life and beyond; and to try to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

This policy is written in accordance with the following guidance taken into consideration: National Curriculum Framework 2014 and EYFS Framework 2017.

1 Introduction

The Prep's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people who can work and cooperate with others while at the same time developing their knowledge and skills in order to achieve their true potential.

We seek the highest standards of attainment for all our children and value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in developing and sustaining a love of learning in all our children.

2 Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum, 2014. These are the main values of our school, upon which we have based our curriculum.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.

- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills in literacy, numeracy and the broader curriculum;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand British Values and life in British society;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To teach children how to stay safe on-line.
- To ensure our pupils have a rounded understanding of their own health, both physical and mental.

4 Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Across the key stages the school adopts a dual curriculum which allows the children to develop basic skills in core subjects and also follow a themed approach to foundation subjects. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. The needs of these children are met through a clear and accurate approach to differentiation in all sessions.

5 The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.

If children have special needs our school does all it can to meet the individual needs and we comply with the requirements set out in the SEND Code of Practice, 2015. If a child displays signs of having special needs then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs within normal class organisation. If a child's need is more severe, we consider the child for a EHCP, and we involve the appropriate external agencies in making an assessment.

The School Offer is available on the school website and it explains the provision in accordance with the SEND Code of Practice 0-25. The process for implementing SEND support is described in the new Code of Practice 2014 as the Graduated Approach and is fully operational in school.

- The child's needs are assessed
- A support plan is compiled, in consultation with the parents/carers and the child
- The plan is implemented
- The plan is reviewed at a specific date.

The school does reserve the right to move a child in to a different year group should this be deemed in the best interest of the child. This is not a decision that is taken lightly and is done so in consultation with the parents with due regard for the social and emotional impact on the child in question.

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the Early Years Foundation Stage Framework, March 2017. Our aim is to ensure that all children who attend our setting learn and develop well and are kept healthy and safe. We will ensure our children are challenged through effective teaching and that school readiness is promoted. We will achieve this aim through following the principled approach as directed by the EYFS statutory framework. Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the reception class, the teacher will use a baseline test to assess the skill development of 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 both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The Prep also adheres to the requirements of the St. Mary's College Early Years Department's EYFS Curriculum Policy. Please refer to this document in relation to the Reception curriculum where appropriate.

7 The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

Subject leaders are given non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject at both national and local levels. They review the way in which the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

8 Monitoring and review

The Headmaster is responsible for the day-to-day organisation of the curriculum and monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed every year, or before if necessary.

This policy should be viewed in conjunction with the SEND and Inclusion, Safeguarding and ICT policies.