



OMNE BONUM DEI DONUM

Curriculum Policy

Core Aims

The School will;

- Excite and extend the intellect and interest of all pupils, whatever their strengths and weaknesses
- Build the self-confidence and self-esteem of all pupils.
- Provide experiences and opportunities necessary for an enriched, healthy and fulfilled life.
- Provide the personal, social, cultural, physical and moral knowledge and skills necessary for happiness and for responsible and caring citizenship.
- Review the curriculum each year to ensure that a balance and breadth is provided for all year groups and abilities.

The curriculum will;

- Prepare children thoroughly for success in internal and external examinations.
- Provide at least the information and skills laid down in the National Curriculum since this is the starting point for most senior school syllabuses.
- prepare children thoroughly for the Common Entrance, Scholarship and other examinations as appropriate to each child
- Cater for a broad spectrum of abilities including children with learning difficulties.

In particular the curriculum will ensure that pupils have;

- A sound grasp of numeracy and the application of Mathematics.
- Good knowledge of the natural sciences and the world environment.
- An introduction to at least one foreign languages and culture.
- Competence in the use of computers and other modern technology.
- Fitness and a concern for personal health.
- An ability to apply moral principles to personal and social issues.
- An appreciation of the responsibilities of citizenship and community membership.
- An ability to identify problems and to work creatively towards solutions.
- An appreciation of the cultural world of today and its roots in our past.
- An understanding of how human action has influenced the world about them, both in the past and the present.

The Learner will;

- Have developed an investigative spirit and will be able to think independently in solving problems using logic.
- Make calculations and understand the relationships and patterns in number and space.
- Show an ability to offer personal and imaginative responses to literature and the arts.
- Develop skills associated with the process of enquiry: observing, forming hypotheses, conducting experiments and recording their findings.
- Be able to research, plan and structure his/her ideas.
- Be able to use their knowledge to make deductions and draw conclusions.
- Work well with others and respect their opinions.
- Be confident in projecting their views to their peer group and a wider audience.
- Develop skills of physical control and co-ordination as well as gain an awareness of tactical skills.
- Develop communication skills and increase their command of language through listening, speaking, reading and writing.
- Be proficient in technological skills including ICT, developing and planning projects; working with tools, equipment, materials and components to produce good quality products as well as effectively evaluating processes and products.

Teaching staff will;

- Encourage pupil/teacher contact, both inside and outside the classroom. This includes marking work individually, circulating and talking to pupils while they are working and the opportunity to approach the teacher during or after lessons or outside lesson times.
- Encourage co-operation among pupils, especially in group work and pair work.
- Use diverse teaching methods and encourage active learning, so that children see themselves as active participants in the learning process rather than as an audience.
- Show awareness of the various learning styles of children.
- Show active and positive differentiation in all relevant tasks, allowing children to work at the pace that is correct for them and to allow progress to be made.
- Prepare effectively and provide properly structured lessons. Using CE and National Curriculum documents (when relevant), staff will use the planning documents laid down by the Head of Department.
- Ensure, through careful monitoring and sensitive intervention, that all children have equal opportunities to the curriculum, regardless of gender, cultural differences and ability.

Good Teaching practice

The School encourages and expects high standards of teaching and educational practice. INSET days are regularly provided for staff to build their skills, ideas, enthusiasm and philosophies of teaching. Opportunities for external training, staff assessment and an induction scheme are all designed to maximise standards and provide teachers with a correspondingly high level of work satisfaction.

Performance Management and departmental Self-Evaluation provide opportunities for staff to improve their own subject knowledge and the delivery of their subject to pupils. It also aids the progress of the whole school and issues brought up in either area will feed into departmental and whole school development plans.

Regular departmental meetings also provide the opportunity for staff to share resources and teaching strategies as well as up date medium and short term planning.

Planning

The Scheme of Work will record the main thrust of each subject in each year group for an entire year and will form the basis of long term planning. This will give new staff a ready document to refer to and parents, governors and inspectors an opportunity to see how a particular subject will be taught throughout the school. This long-term planning will be updated each year. It should also be stored electronically so that alterations can be made easily when necessary.

Medium term-planning, as a working document, should be amended each term to reflect where classes have got to in each subject in relation to the long term planning documents. It should show what topics will be covered, what resources will be used and how the topic will be assessed. It should also record what extension work is available. This should also be stored electronically so that it can be accessed by all staff in the department and updated each term.

Short term planning will be reflected in each staff member's organiser or short term planning file and will take into account regular assessment results and pupils' self-assessment as well as documenting any extension work and support offered in lessons.

Assessment

Assessment supports a child's learning. It helps to monitor progress, to set targets and to inform the planning of the curriculum. Above all it should allow a pupil to evaluate their own learning and improve a child's self-esteem.

Details of how pupils' work is marked and assessed are set out in another more detailed policy.

Classrooms

All classrooms should be attractive learning environments with displays changed regularly to ensure that the classroom reflects the topics studied by the children. It is the aim that all children have the opportunity to display their best work at some time during the year. All junior form rooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. A stimulating

environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

The Curriculum

In the Early Years Department, pupils are 'taught' in small groups following the Early Years Foundation Stage curriculum. Whenever appropriate, they join in with Pre Prep assemblies and invite older pupils and staff to visit them during 'topic weeks', which are distributed at regular times throughout the year.

When pupils move to Year 1 and 2, a slightly more formal approach to teaching is introduced. At this stage pupils spend much of their time with their class teacher but they do have specialist staff for Music, Swimming, games and french where specialist teachers from the Prep department teach the children. Activities after school are offered in the whole of Pre Prep. These include craft, sport and music-centred activities.

Years 1 and 2 are also organised in mixed ability classes. They are taught by their form teachers for the majority of subjects, but receive specialist teaching for Design and Technology, ICT, music, French and swimming. Dance and drama are available as after school activities and in curriculum time. The timetable in these years is more structured, but allows enough flexibility to take on 'topic-based' work.

In Year 3, pupils move to the Prep School. The teaching in Years 3 and 4 is very similarly organised to that in Years 1 and 2. Classes are taught by form teachers as much as possible, with specialist teaching in some subjects. In Year 5 there is slightly less emphasis on 'form' teaching so that pupils become more independent in their organisation. This means that they move around the school more regularly from lesson to lesson. In Year 6 all teaching is subject based and in maths and English, pupils are set.

In addition Years 7 and 8 are organised in mixed ability forms for registrations, streams for the majority of subjects and sets for maths and English. All pupils are working towards Common Entrance and some pupils in the top stream are generally aiming to sit an Academic Scholarship to the senior school of their choice. When a third stream runs, it is common for pupils who are in the third stream not take Latin as it is deemed more important for them to have further support in maths and English. There is fluidity between streams if it is deemed appropriate, but only after lengthy discussion with all interested parties.

At the end of Year 8, after Common Entrance, a programme of activities is organised. These activities are chosen by the staff to prepare pupils for the next stage of their lives and may take place in or out of the classroom, on or off site.

PSHE is taught throughout the school both as a discreet subject and more informally through expectations of pupils and inputs in other subject areas and through assembly and tutorial periods.

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