



Curriculum Policy

Information for Parents: This policy is available on request.

This policy applies to all parts of the Ursuline Preparatory School with specific additional EYFS requirements.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our curriculum is accessible to all children regardless of creed, gender, beliefs, or ability.

The curriculum is all the planned activity that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and how they are expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We provide a modern relevant education and to instil and promote a lifelong love of learning, taking into account the ages, aptitudes and needs of all pupils including those pupils with an EHC plan. We equip all our children with an effective range of life skills including preparing them for opportunities, responsibilities, and life experiences of life in British society. We promote spiritual and moral development in every child.

1. Values

1.1 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 all children effectively in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

1.2 These are the main values of our school, reflected in our school's Mission Statement and upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between all members of our school 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

2. **Aims and objectives**

2.1 The aims of our school curriculum are:

- To provide a full-time supervised education for pupils of compulsory school age, giving them experience in linguistic, mathematical, scientific, technological, human and social, physical, religious, aesthetic and creative education ensuring that each child reaches their full potential;
- To deliver the curriculum using a full range of teaching methods;
- The curriculum allows all children to acquire skills in speaking, listening, literacy and numeracy;
- We ensure the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils who may have learning difficulties and disabilities;
- Personal, Social, Health and Education reflects the school's aims and ethos as can be seen in the PSHE scheme of work and encourages respect for other people paying particular regard to them not being treated unfairly because of their age, disability, gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, race, religion or belief, sex or sexual orientation as outlined in the Equality Act 2010 (protected characteristics) as well as relationships, sex and health education, and religious education;

- We promote a positive attitude towards learning so that all children enjoy coming to school and acquire a sound basis for lifelong learning; have respect for themselves; high self-esteem and to work co-operatively with others;
- Every pupil has the opportunity to acquire knowledge and make good progress. There is planned preparation of pupils for the transition into each key stages and into secondary school. We provide effective preparation of pupils for the opportunities, responsibilities and experiences of the next stage of education and aspects of adult life and of life in British Society.

3 Organisation and planning

Our schemes offer breadth, balance, coherence, relevance, differentiation and progression.

- 3.1 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. We review our long-term plan on an annual basis.
- 3.2 With our medium-term plans, we set out the learning objectives and give guidance teaching strategies that we use when teaching each topic.
- 3.3 Our short term plans are those that our teachers use on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify the progress made and to plan accordingly to ensure further progress including the needs of individuals and groups are met through differentiation.
- 3.4 In the EYFS department we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Learning Goals and areas of learning & development, and there is planned progression in all curriculum areas.

4. Children with S.E.N.D.

- 4.1 If a child has learning or development needs, our school does all it can to meet these individual needs. We comply with the requirements set out in the Special educational needs and disability (formerly SEN) code of practice: 0-25 years (2014) (updated April 2020) in providing for children with learning and/or development needs. If a child displays signs of having learning and/or development needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within

the normal class organisation. If a child's need is more acute, if appropriate, we consider the child for an Educational Health Care Plan statement of learning and development needs, and we involve the appropriate external agencies when making this assessment. This sets targets for improvement, so that we can review and monitor the progress of each child at termly intervals.

- 4.2 The curriculum in our school 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. (See SEND Policy)
- 4.3 Able, Gifted and Talented

The more able have many successes on which to build and the school seeks to provide for the particular needs of these children. (See AGT Policy).

5. Early Years Foundation Stage

- 5.1 The curriculum that we teach in the Pre-Prep. Department meets the requirements appropriate to all children's educational needs in relation to their personal, social, emotional, and physical development and communication and language skills as set in the statutory Framework for the Early Years Foundation Stage (2023). Our curriculum planning focuses on the Development Matters, and on developing children's skills and experiences, as set out in this document.
- 5.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned, varied structured activities both in and out doors. Teaching in the Pre-Prep. Department builds on the experiences of the children in their pre-school learning.
- 5.3 During the children's first term in the Pre-Reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.
- 5.4 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 keeping them informed about the way in which the children are being taught and how well each child is progressing.

6. Key Skills

6.1 The following skills have been deemed 'key skills' in the National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

6.2 All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

7 Curriculum policy requirements

Our curriculum policy requires us as teachers to ensure that we enable each child to;

- Read fluently with understanding feeling and enjoyment.
- To write legibly and with a satisfactory standard of spelling and punctuation.
- To communicate clearly and confidently in speech and writing for various occasions and purposes.
- To listen attentively and with understanding.
- To acquire information from various sources and to record information and findings in various ways.
- To develop awareness of self, and sensitivity to others; acquiring a set of moral values and the confidence to make and hold valid moral judgements; distinguishing fact from opinion; be aware of gender and multi-cultural issues; recognising prejudice, bias and superstition and to develop habits of self-discipline.
- To understand mathematical language and concepts in order: to extend understanding through a process of enquiry and experiment; to successfully manipulate them and apply them in various situations in home, school and local area; to appreciate the structure of mathematics and the nature of number; and to be aware of the applications of mathematics in the world;
- To master basic scientific ideas and methods;
- To know about geographical, historical and social aspects of their wider environment and the national heritage and culture;

- To be aware of other times, places, cultures, religions and to recognise links between local, national and international events and their importance for them as an individual within society; to be aware of Christian beliefs and their importance in shaping our current society;
- To be able to use various art forms, craft and design skills as means of expression, using a variety of materials and methods.
- To be aware of art and design in the environment (past & present);
- To be aware of the effects of, and be able to make use of, new technology in a rapidly changing society;
- To develop agility and physical co-ordination, confidence in and through appropriate physical activity; the ability to express feeling through movement, drama and dance; to swim, where possible to spend some time in a physically challenging outdoor environment; to develop an understanding of the body. At the top end of the school, we will develop the children's understanding of the body, its workings and the changes associated with adolescence and their implications; and the requirements of good health and nutrition. To be aware of the effect on health of solvent abuse, smoking, alcohol, and drugs;
- To appreciate music by experiencing it through listening, performing, and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments; to be aware of and value great music of past and present; and develop a critical sense regarding music;
- To understand the value of achieving happiness for themselves and others, and that both may be achieved by contributing to society and others.
- To understand the responsibilities s/he has to ensure they co-operate with those around them and where their behaviour is incompatible with this, accept the Headteacher has the duty to discipline, suspend and ultimately to exclude them from the School to protect the interests of the remaining pupils.
- To understand what is meant by British Values, as seen in its Language, Laws, Literature, Culture and History. Teachers are required to ensure this is enabled through the active promotion of the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths, beliefs and English Civil Law. and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010. (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

8 The role of the curriculum co-ordinator

8.1 The role of the curriculum co-ordinator is to:

- Provide an overview of the curriculum;
- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;

8.2 The school gives curriculum co-ordinators non-contact time in order to carry out the necessary duties involved with their role. It is the responsibility of each co-ordinator to keep up to date with developments in their subject. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each co-ordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the contents of our school's schemes of work.

9. Assessment for Learning

This section is to be read in conjunction with the Assessment policy.

9.1 Assessment for learning contributes to assessment and comparisons over time thereby providing:

- Information which teachers can use in deciding how a child's learning can be taken forward.
- Teachers and others with a means of identifying the need for further diagnostic assessments for particular children where appropriate to help their educational development.
- Overall evidence of the achievements of a child and of what he or she understands and can do;
- Aggregated information about children's achievements which can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum etc;
- Helpful communication with parents about how their child is doing; and with the Headteacher, relevant members of staff and our professional associations in association with the wider community, about the achievements of the school;
- A basis for professional development, in the process of carrying out systematic assessment, recording attainment, and moderating the outcomes in discussions with other teachers in the school. This will be a valuable basis for teachers to evaluate their own work and gain access to new thinking;

- Our scheme of work takes into account the continuous nature of education, having regard for the experiences the children have had before entering the school, and those anticipated after they leave.

10. **Monitoring and review**

- 10.1 The Headteacher is responsible for the day-to-day organisation of the curriculum.
- 10.2 Curriculum co-ordinators monitor and review the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Medium term plans should be sent to the Curriculum co-ordinator as well as to the member of staff in charge of monitoring. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy statement should be read in conjunction with the various materials and policies produced by the school.

The school's policy on equal opportunities which underpins this work can also be found on the school website.