



CURRICULUM POLICY

Reviewed by Jonathan Parsons 23/04/2017

Aims

We seek to build young learners and leaders who:

- are happy and at ease, knowing how to respect themselves and others;
- understand that they have an equal right to the rich and varied experience and opportunities that the school offers in the pursuit of excellence;
- make their best contribution to the self, others and the wider world;
- develop academically and socially to their potential; and
- grow through experience and this is shared and discussed with their parents or guardians.

Ethos

St Edward's Prep School is a happy, safe, caring, supportive and inclusive school in which academic success and personal development are the major outcomes of our educational experience. Our curriculum and co-curriculum are designed to motivate, engage and challenge, develop passions and interests and provide opportunities to work independently or collaboratively. They prepare and equip our boys with the skills and character they need to face the challenges that life brings whether that is at St Edward's, entry to their next school or in the work place. Our curriculum and co-curriculum provide the means for communicating and making decisions, and pupils learn to become more self-disciplined, independent, adaptable learners, thinkers and leaders who know how to succeed, but also persevere in the face of setbacks. We value individual talents and interests and provide opportunities for pupils to find out what these are through our exciting, challenging and inspiring curriculum.

21st Century and Curriculum

Success in this challenging and fast-moving century requires pupils to know how to keep well and safe as well as understand how to learn and access learning independently. Pupils must develop strong critical thinking, interpersonal and communication skills in order to develop the capacity to master knowledge and skills, whilst understanding by analysing, synthesising and evaluating information from a wide variety of subjects and sources. If they can recall, reflect, be resilient, resourceful and reciprocal, they will, according to Professor Guy Claxton, succeed in an increasingly fluid, interconnected and complex world.

Pupils build the learning power, language to express it and study skills they need to work towards articulating this learning, using flipped learning in Science for example to build independence and be in a position to bring knowledge to problem-solving as preparation prior to the lesson. Well-

established planning and homework habits, working at the best pace for them, participating, presenting their work and behaving appropriately, proof-reading for accuracy, persevering, learning through feedback and responding to next steps marking take the pupils forward and build best work ethic.

Through a personal, social and health wellbeing programme as well as linguistic, mathematical, scientific, technological, human and social, economic and entrepreneurial, physical and aesthetic and creative education and cross-curricular initiatives such as STEM projects that bring aspects of the curriculum together, we are preparing children for the world they live in and will live in. They will have begun their preparation for the world of work and their responsibility as global citizens.

The Parents' Curriculum (Being adopted in Sept 2017)

In order for parents to engage with enthusiasm and knowledge in their children's learning, we teach them about:

- being safe on and offline;
- wellbeing;
- reading methods;
- building learning power;
- how best to support their children's independence; and
- planning and preparing the next stage of their child's education

Organisation and planning (Short-term planning to be adopted by all Sept 2017)

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 follow and build upon National Curriculum guidance.

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.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. It is important to offer appropriate challenge commensurate with a child's capacity as they grow and develop. 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 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. 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 statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school offers advice and support to teachers for children with needs in order to deliver the curriculum to them most effectively. It also provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is 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.

Some children are very able and need to be stretched with challenges that require them to research and question independently for example. Grouping by ability and 'could' challenges offer relevant provision. Unique feedback and follow-up tasks also stretches and challenges these children.

The role of the subject leaders

The role of the subject leaders is to:

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

The school gives subject leaders 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 subjects, at both national and local level. This is facilitated by individual teachers taking an overview of one or more subjects, according to expertise, training and interest. The subject leader review the way subjects are taught in the school, and plans for improvement. This development planning links to whole-school objectives. Each curriculum team leader reviews curriculum plans, ensures that there is full coverage of the National Curriculum by working alongside subject co-ordinators, and sees that progression is planned into schemes of work.

Wellbeing

Feeling safe, well and happy is central to successful learning. Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education, whole school approaches such as keeping safe, anti-bullying and partnership with parents and guardians and taking opportunities to listening to children are key to pupil wellbeing. PE and sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

Leadership

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

Curriculum subjects

All subjects are supported by schemes of work and planning to ensure their differentiated delivery to the pupil. The needs of each pupil are supported through teaching to a variety of learning styles, namely visual, auditory and kinaesthetic. The curriculum and planning is adapted to the needs of each individual child, including those with special needs, those with EHC plans, the most able and those who have English as a second language.

The timetable demonstrates the hours of curriculum provision per subject per week.

The Early Years Foundation Stage (“Early Years”)

In the Early Years we follow the principles embodied in our Early Years Policy. Throughout the Early Years we aim to cover and extend the experience of the children beyond the Early Years Foundation Curriculum.

The prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

The specific areas of learning:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Characteristics of effective learning:

- playing and exploring;
- active learning; and
- creating and thinking critically.

Core subjects

English and Drama: Our high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature,

especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils develop competence in communication (speaking, listening, reading and writing), and learn to apply these skills to other areas of learning. Drama focuses particularly on developing listening and speaking skills.

Mathematics: Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Pupils develop competence in Mathematics, and learn to apply these skills, particularly involving number, space, shape and data handling to other areas of learning.

Science: Science is vital to the world's future prosperity and continues to change lives. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes. They are encouraged to consider how they might make a difference and solve some of the world's greatest challenges one day by using their knowledge, creativity and thinking skills to think outside the box. They are invited to see themselves as game changers in various projects and maybe one day they will be!

The Technologies

Computer Science, Design and Technology, Engineering and cross-curricular whole school Science, Technology, Engineering and Mathematics (STEM) projects: Our high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in Information and Communication Technology and experience in other areas and learn to apply these skills to other areas of learning.

Our use of electronic resources, including hand-held devices, interactive whiteboards, tablets and personal computers allows us to develop the technologically literate generation of both pupils and staff. An e blended learning (September 2017) environment combining e-learning and traditional methods leads to more self-paced and differentiated learning. Pupils and teachers can engage in audio and video conferencing with children in other classrooms and around the world. The use of paper is minimised and multi-sensory learning and differentiation are maximised.

Making sense of the world

As global citizens, our pupils will develop a sense of themselves by participating in cosmopolitan democracy and discovering how they can contribute to building a better world. They are

encouraged to have a say in the life of the school and to contribute to wider society, developing a sense of agency and of their own rights and responsibilities.

Social, moral, spiritual and cultural education: Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects of experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Religious Studies teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of what living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

Community, Democracy and Inclusion: Our school is at the very centre of our community and plays an important part in fostering a stronger community spirit in the locality. As well as the local community, we want our pupils to understand that they are part of the national and global communities. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

Modern Foreign Languages: As part of our mission for all to be conscientious and informed citizens, they will study at least one foreign language. The knowledge of another's language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two languages, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils' critical, analytical and writing skills.

The Humanities: Understanding how people, their actions and the environment have influenced and continue to influence society is the basis of the Humanities curriculum. Gaining a coherent knowledge and understanding of Britain's past and that of the wider world, history should inspire pupils' curiosity to know more about the past. Through studying History, pupils should learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Entrepreneurial and economic literacy: Through a variety of means, pupils will be given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links

and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore difference and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

Enrichment and the Co-Curriculum: Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

Expressive and Creative Arts

The Expressive and Creative Arts are central to our curriculum. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

Preparing for the World of Work

Pupils learn to adapt to each next stage of their education as they progress from the Early Years, through KS1 and KS2, succeeding in key progress markers and/or exams. They are prepared for examinations for entry into a wide range of senior schools. They learn how to work for goals, manage and even thrive under pressure. Work education is part of their experience, introducing them to the world of work and allowing them some experience thereof. They are invited to take advantage of leadership, enterprise and service opportunities and grow in experience and character as a result. Our termly STEAMED weeks form a major part in which pupils are exposed to different real life themes and the processes and people involved in them.

Monitoring and review

The Head and team are responsible for monitoring the way the school curriculum is delivered. This is reported on by the subject leaders. This is overseen by the Wishford Executive through the Director of Strategy and Education.

The Director of Strategy and Education oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director of Strategy and Education also liaises with the SEND coordinator, and monitors the ways in which special needs are addressed.

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

The Senior Leadership Team and Subject Leaders monitor the way subjects are 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 used and managed and advise on what is needed.

This policy is monitored by the senior leadership of the Wishford Schools group and will be reviewed every two years, or before if necessary.

NB This policy is influenced by the educational philosophies of Howard Gardner(Multiple Intelligences in which all children are likely to find the capacity to build strength), Professor Guy Claxton (character and the language of learning) and the psychology of Daniel Goleman (EQ - Emotional Intelligence) and Carol Dweck (Growth Mindset as opposed to fixed mindset and beliefs about innate ability). Expert opinion on 21st Century learning environments and this changing age have also been sought).

Other relevant policies

- Language Policy: Every school will have its own language profile so it is important that this is reflected in a policy that recognises the language needs of different groups of learners and teachers. It will consider the solution to questions including: How will English as a second language be supported? How will learners be encouraged to develop their first or best language? What responsibilities do teachers have to support language learning?
- Assessment Policy: How often are internal summative grading and reporting conducted? What are the grading procedures and how does this relate to the criterion system and/or other qualifications taught in the school? How is assessment for learning supported? What can learners and parents expect from teachers in terms of reporting and detailed feedback on specific assignments and over specified lengths of time?
- Homework Policy (Under review for Sept 2017): What are the expectations? How is this organised to ensure that classroom learning is supported in a way that is balanced?
- Special Educational Needs and Gifted and Talented Policy: What are the expectations for teachers to differentiate so that all learners are appropriately challenged? How does the school support learners with specific needs?
- Co-curricular expectations: What does the school provide for learners beyond regular classes? How does this fit in with teacher contracts and expectations? How does the school work with the local community to support learner participation in activities that occur.

Signed:

Headmaster

Date: May 2017

Proprietor

Review date: May 2019

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE