



Our Lady's Preparatory School and Day Nursery

Curriculum Policy 1.3

Background to the Policy

The aim at Our Lady's is to seek to fulfil the potential of each child in our care, in every aspect of their development, by providing a broad, considered curriculum in a nurturing, progressive academic environment from when they enter the Nursery, as early as 3 months, until the age of 11.

A Broad Curriculum:

- In its most narrow definition, Our Lady's remit is to prepare our pupils thoroughly for the academic entrance examinations of their chosen senior school.
- However, we strongly believe that we are preparing children not only for their senior school, but also for the life that follows on from senior school, as well as their life outside school, across all time horizons.
- We regard these years (from the ages of 3 months to 11 years of age) as forming the broad and deep base on which our pupils will build their future education.
- We therefore aim to give our pupils as broad an education as possible during their time with us.
- To this end, we place a strong emphasis on a broad curriculum, focusing heavily on English, Mathematics, computing and languages.
- Specialist teachers are used for delivery of computing, Languages (French, Mandarin and Spanish), art, pottery, football, PE, cookery and forest school
- Some of the specialised subjects, in an amended form, are delivered from 3 months upwards.

- The Early Years children follow the Early Years Foundation Stage (EYFS) programmes of study as prescribed in the EYFS framework.
- The pupils' spiritual, moral, social and cultural development is given a very strong emphasis, particularly in personal, social health and economic education (PSHEE) and religious education (RE) and within the EYFS curriculum. The school's Catholic ethos of treating everybody equally underpins the aims and delivery of the curriculum.

Aims of the Curriculum

At Our Lady's we undertake to:

- Promote a love of learning and develop intellectual curiosity.
- Have high expectations of the children and ourselves.
- Develop the key skills of communication, numeracy, literacy and computing at all stages and across the curriculum
- Raise levels of attainment for all pupils, enabling them to achieve their personal best and to celebrate their achievements.
- Prepare pupils to the standards and style of entrance examinations to senior schools most suited to their abilities and temperament.
- Develop confident, disciplined and enquiring learners who are able to make informed choices. All our pupils are given excellent opportunities to learn and make progress, not just within the classroom, but in their outdoor learning as well.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Encourage open, considerate and positive relationships between all members of the school as a whole.
- Ensure equal opportunities in relation to gender, race, class, special needs, and belief.
- Show respect for all cultures and nationalities.
- To promote pupils' spiritual, moral, cultural, mental, physical, aesthetic and practical development.
- Ensure that the fundamental British values of democracy, rule of law, individual liberty, respect and tolerance for different faiths and beliefs is at the core of our curriculum – please refer to 'Prevent Policy' and 'Equal opportunities Policy'

- To raise pupils' awareness of the potential dangers of the internet, of political indoctrination, grooming and of abuse.
- Provide a safe, happy workplace.
- Foster a thoughtful attitude towards the immediate and wider environment around us.
- To celebrate pupils' achievements and success through a variety of school rewards, activities, performance and displays and by individual commendation.
- To monitor, evaluate and act upon the quality of the planning, delivery and consistency of provision of the formal curriculum.

Across all elements of the curriculum, Our Lady's places great importance in and takes great pride in preparing pupils for the opportunities, responsibilities and experiences of life in modern British society. This is accomplished through all facets of the curriculum, particularly through PSHEE, History, religious education and citizenship. Schemes such as SEAL and Go Givers enable teachers to plan and implement fully a programme that embeds the tenets of British values and all that this entails.

The promotion and fostering of understanding and appreciation of fundamental British values is supplemented by extra-curricular events, such as visits from prominent figures in the area / region (such as Members of Parliament and local councillors) and school assemblies.

The curriculum is monitored by senior managers to ensure no indoctrination or political ideology exists in any studies.

The Director of Studies and Deputy Head monitor and evaluate the examination curriculum in the School.

Structure of the Day

For the Reception class up to Infant II, the school day runs from 8:45am until 3:45pm and for Prep I to Prep IV the day finishes at 4:00pm. After a 15-minute registration period, the first sessions of the morning begin at 9:00am and finish at 10:30am. At this time there is a 30-minute break, where the children are given a snack and permitted to use the school grounds to play. Lessons resume at 11:00am and run until lunch. Lunch is staggered for each year group, beginning with the Reception class at 12:20pm.

Having eaten their lunch, the children are given a playtime until 1:30pm (1:20pm for Reception). The final part of the day runs from 1:30pm until 3:45pm for Reception and the Infant classes or 4:00pm for the Preps.

The school offers before and after school care. Children can be dropped off in the morning as early as 8:00am, and there are daily after school clubs, lasting until 6:00pm.

The Foundation Years

The Foundation Stage, which underpins the curriculum in Our Lady's EYFS, is distinct in its identity. The curriculum, by which we mean everything that the children do within the school and lessons planned for outdoors, is planned in accordance with the Early Years Foundation framework.

The three Prime Areas of Learning (Personal, Social and Emotional Development, Physical Development, Communication and Language) and the four specific areas of learning (Literacy, Mathematics, Understanding of the World and Expressive Arts and Design) encompass all the developmental "stepping stones". It is vital that the stages of development are recognised, as how children learn is as important as what they learn. All Foundation staff ensure that a range of strategies are used in learning and that the teaching is varied and adapted to suit the needs of the individual child.

Learning experiences are planned to ensure that pupils are appropriately challenged and have all the foundations for future learning securely in place. Many children joining Our Lady's will come from nurseries that follow the Foundation Stage curriculum, as it is designed for children from birth to five, and some will bring related records with them. However, all children joining Our Lady's, will undertake a Baseline Assessment (CEM) during the first half term of Reception, in order to ascertain individual stages of development, strengths and development needs. They will be tested again using the CEM Progress Assessment Tests towards the end of the Summer term to ascertain their progress over the year.

This style of teaching depends on careful and flexible planning, including the involvement of subject specialist teachers in pottery/DT, music, French, Spanish, Mandarin, cookery, football, swimming and forest school. All three languages are accessed by all the Early Years children. Football, pottery and cookery are introduced once children reach the age of two years old. Swimming is introduced once children enter Pre-School at three years of age.

The school and nursery incorporates 'Forest School' activities at designated sites that enhance the children's creative development, their knowledge and understanding of the world, as well as thoroughly enjoying the outdoors. The Forest School leader liaises with the class teachers when planning Forest School lessons, so that links can be made to subjects such as science, English, mathematics and project work.

Assessment in Early Years

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise

their pupils' progress towards the Early Learning Goals. It covers the 'Three Prime Areas' and the four specific areas of learning contained in the curriculum guidance for the Foundation Stage.

At Our Lady's, we make regular assessments of children's learning, and we use this information to ensure that future planning reflects the identified needs of each child. In the Foundation Stage, assessment mainly takes the form of observation and this involves the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage is a statutory requirement.

During the Foundation Years, each teacher keeps progress records and records examples of each child's work – these progress records contain a wide range of evidence that we share with parents at parent/teacher meetings. Tapestry is used to record and assess children's development in the Nursery, Pre-School and Reception. This means of recording enables parents to access and look at their children's developmental records.

In Reception, CEM Baseline Assessment is used in the first half term and CEM Progress Tests are used in the last half term.

At the end of the Foundation Years, if a child is continuing their education at Our Lady's, records and profiles are shared with the appropriate teachers in order to plan for the next stage of development and education of that child. If children are moving to other schools, children's profiles are sent on to receiving schools.

For more information on assessment, recording and reporting please refer to the separate Assessment, Recording and Reporting Policy.

Key Stage 1: Infants I and II

Key Stage 1 of the National Curriculum begins formally in Year 1 and the syllabus is planned in accordance with the New National Curriculum. The New National Curriculum, Power Maths, Hamilton Literacy schemes and other suitable resources deemed appropriate by the class teachers and the Curriculum Co-ordinator, are used to underpin the curriculum and to enhance learning.

Form teachers are responsible for teaching English, mathematics, science, topic (history & geography), art, RE, PSHEE, and SMSC.

Specialist subject teachers are employed for computing, French, Spanish, Mandarin, music, cookery, pottery/DT, football, PE, swimming and Forest School.

The Preparatory School

The syllabus for each academic subject is planned in accordance with the New National Curriculum (supported by commercial schemes of work purchased by the school) and the requirements of the Common Entrance and scholarship examinations at 11+.

Key Stage 2:

In Preps I to IV (Years 3 to 6), the syllabus content and skills taught in mathematics, English, computing, science, history and geography are broadly in line with the New National Curriculum. The National Literacy and Numeracy Strategies are key resources but we aim to take most children well beyond the level expected at the end of Key Stage 2, in order to prepare them for entrance examinations and scholarships for senior school.

The preparatory school teachers use other resources, including Power Maths and Hamilton, to support the New National curriculum in these core subjects. Plan Bee and other resources are used to complement the National Curriculum in Science.

For the non-core subjects, teachers use varied resources to complement the guidelines of the National Curriculum. Computing, French, Spanish, Mandarin, Forest School, music, pottery/DT, swimming, football, PE and cookery are taught by specialist teachers and plan their syllabuses with input from the class teachers so teaching is cross-curricular.

Verbal reasoning is introduced in Prep II, (unless a child has a learning disability) following 'Verbal Reasoning "Technique and Practice" by Susan Daughtrey. Non-verbal reasoning is introduced in Prep III.

By Prep IV (Year 6), children are ready for completing ISEB and Bond papers in preparation for their entrance examinations to independent schools and for 11+ exams to grammar schools.

The RE syllabus follows the "The God Matters" programmes of work, complemented by other resources which includes the study, beliefs and practices of other major religions.

Throughout the School, PSHEE and citizenship is an integral part of the curriculum. It is not taught in isolation and is the responsibility of all staff in contact with the children. The syllabus is delivered through subject teaching, circle time, assemblies, church services, charity / community involvement, outings, class roles and responsibilities and guest speakers. Much of the SEAL scheme is used in the planning and delivery of PSHEE. The school also uses 'Go Givers' scheme of work for SMSC which ties in with RE and PSHEE particularly but can be used across all cross curricular subjects. The Christopher Winter Project is used to plan for sex education throughout the school.

In addition, discreet lessons are provided to cover personal safety including e-safety, cyberbullying, and drugs education.

Please refer to the Health & Safety, Anti-Bullying, PSHE and Prevent Duty policies.

All staff are given electronic copies of “Keeping Children Safe in Education” (updated in September 2018) and must be aware of its implications in relation to the safety and safeguarding of children.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

The Role of the Subject Co-ordinators

Each subject has a lead teacher in the School. In brief, the role of the subject co-ordinator is to:

- Provide a strategic lead and direction for the subject
- Advise and support colleagues on issues related to the subject
- Provide efficient resource management for the subject
- Have an awareness of the schemes of work from EYFS to KS2
- Carry out scrutiny of work for a subject/s across the school
- Update the Director of Studies on the strengths and weaknesses of the subject and strategies for improvement

Homework

Homework is discussed with all parents of children from Reception upwards. At the beginning of every Autumn Term, a homework timetable is discussed with parents. As we are a small school, any issues or worries surrounding homework are addressed very quickly with each and / or parents.

Up to Infant I, teachers use one homework book where their homework is recorded and monitored by the class teachers. From Infant II upwards, children have two homework books to complete homework.

Day Trips

Trips and outings are regarded as part and parcel of the curriculum. All children from Reception upwards avail of at least one theatre trip and at least one outing to an establishment that ties in with a topic that children have covered in a particular subject during the year. Residential trips take place, usually towards the end of the final term in Prep IV.

There are also visits by fire officers, police officers, army personnel, religious leaders and representatives of charitable organisations. Professional workshops are delivered through outside agencies, these workshops are linked to topics being taught in the classrooms.

Special Educational Needs

There is a designated Special Needs teacher in the setting who works closely with the manager of the Early Years. When needed, the school acquires the services and expertise of a trained SENCO (Special Educational Needs Co-ordinator) and speech and language therapists. If appropriate, pupils will be provided with an individual plan to record to record the provision in place for them and monitor their progress. The co-ordinator liaises with parents and outside agencies to co-ordinate any additional support that may be required.

After consultation with all relevant staff and parents, the SENCO will refer children to outside agencies for assessment e.g. Helen Arkell Centre in Reading for children with dyslexia or in the case of EYFS children, in the first instance, to the inclusion officer at Wokingham Borough Council or other relevant boroughs. The SENCO role is to support staff in identifying pupils' difficulties and planning teaching/learning strategies. The SENCO will also liaise with parents and outside agencies, to coordinate any extra help that may be required and to offer support to small groups in class. Any child with an Educational Health and Care Plan (EHCP 0-25) will follow the guidance as laid down by the Local Education Authority (LEA) in that plan and in consultation with the parents. Such plans will be reviewed annually by the school and the local authority.

There is a designated teacher in charge of EAL. She ascertains if there are any children in the school or nursery whose first language is not English. She works with the class teachers, Nursery Manager and Deputy Head in putting support in place for those children, in the classroom and with the parents.

Numeracy and literacy skills are emphasised throughout and computing is an integral part of all learning, in particular it is used to present work, research information and portray data across the curriculum.

In all areas of the curriculum, we strive to ensure pupils' are presented with a range of views, no specific views are promoted and on no occasion are pupils influenced by staff on specific political points of view.

Please refer to the separate Special Educational Needs & Disability (SEND) Policy for further information.

Our Lady's identifies and meets the needs of particularly able and talented children. It is the responsibility of all teaching staff to be involved in the identification process and alert the teacher responsible for this area of the curriculum as well as to report to the Director of Studies. An 'Able, Gifted and Talented' register is held by the Director of Studies and all teachers have input and access to it. We work closely with specialists and professional agencies to ensure those children's needs are met.

In line with our Able, Gifted and talented Policy, pupils are identified as early as possible and there is a member of staff who has responsibility for ensuring that able, gifted and talented pupils are both stretched and challenged both inside and outside the classroom.

Identification of able, gifted and talented pupils is carried out, using the following means.

- Summative assessments – including InCAS, termly assessments and end of year assessments e.g. PIRA & PUMA.
- Teacher assessments - e.g. Analysis of tracking, assessment of classwork and homework.

Extension/enrichment work is provided by all teachers in all classes as part of normal differentiated provision. This is shown clearly in teachers' planning.

Children who are talented e.g. in sports, drama, art and music are encouraged to partake in extra-curricular clubs after school or during lunch times.

For further information, please refer to the Able, Gifted and Talented Policy.

Assessment and Reporting

Our Lady's aim to keep parents well informed about their child's progress. This is done through a variety of ways e.g. newsletters and calendar of events posted on the school's website, emails regarding other school events and special visitors to the school sent out to all parents. Teacher/Parent meetings are organised for all year groups to allow for face-to-face dialogue to discuss a child's progress and overall development. There are three of these formal occasions each year but other more informal occasions on a more regular basis.

Parents receive report cards on their child's progress for the term in the salient subjects at the end of the Autumn and Spring terms and a lengthy written report detailing the progress of the child, in each subject, at the end of the Summer term.

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment, aid development and to inform future planning. Teachers use assessment information, including marking, to track the progress of individual pupils and the Director of Studies and Deputy Head use it to monitor how effective the teaching and the curriculum is.

Foundation Stage children are continually assessed through observations and their success is regularly recorded. Regular reports to parents give clear accurate and useful information on their children's progress.

For further information, please refer to the Assessment, Recording and Reporting Policy and Marking Policy.

Equal Opportunities

The school and nursery is committed to the principle of equal opportunity. Every child is treated as an individual and if the school feels that a child is not able to access all the subjects offered in the curriculum e.g. all three languages, this will be discussed fully with relevant parents.

Please refer to the Equal Opportunities Policy.

Welfare and Safeguarding of Pupils

Children are taught to keep themselves safe in school and out of school e.g. Road Safety, online/IT safety including cyberbullying and, when appropriate, use of the internet and social media for nefarious means. They are also made aware of Child Protection (Safeguarding) procedures, so they understand what to do if they are concerned about their welfare. This is done through PSHEE and visits from the likes of the fire brigade and the police etc. Information sites that offer particularly good advice, for parents and school, about online safety are:

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Please also refer to our Child Protection (Safeguarding) Policy and the other policies within the Safeguarding portfolio.

Monitoring & review

Subject Co-ordinators, Director of Studies and the Deputy Head monitor the way subjects are taught throughout the school. They examine long term, medium term and daily planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring resources for their subject and how these are managed.

The class teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives. It is the responsibility of the class teacher to ensure that all pupils in their class make adequate progress and to monitor that individual needs are met. In the event of any difficulties, lack of progress or requirement for curriculum modification, the class teacher will liaise with the SENCO and the parents concerned.

The Director of Studies and Deputy Head compile the results of formal testing. Teachers analyse the results of formal tests and highlight any trends to the Director of Studies and the Deputy Head at formal staff meetings.

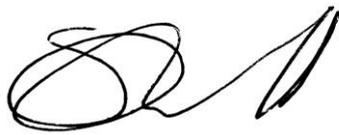
Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Teachers also attend courses provided by local LEAs or other private companies such as ISA and ISI as and when it is deemed necessary and after consultation between teachers and relevant senior managers. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

The School will review this policy every year and any guidance or advice published by the DfE, ISI and/or other relevant bodies will be monitored on an on-going basis, in the event that ad-hoc amendments or revisions are appropriate outside of this timeframe.

Reviewed: September 2018

Signed:



Simon Cassell
Deputy Headteacher

To be reviewed: 12 months from “Reviewed” date