



## Our Lady's Preparatory School and Day Nursery

### School Curriculum Policy 1.3

#### Background to the Policy

The aim at Our Lady's is to nurture, build self-esteem and self-confidence and prepare each child in order to help them to fulfil their potential in every aspect of their development. We aim to do this by providing a broad, enhanced curriculum in a nurturing, forward-thinking academic environment.

**This policy should be read in conjunction with our SEND, Stretch and Challenge, Wellbeing, Equal Opportunities policies.**

*Please be aware that due to current Covid-19 guidance, items marked with an asterix (\*) may be currently restricted.*

#### A Broad Curriculum:

- Our Lady's remit is to prepare our pupils well for the next stage of their educational journey.
- We aim to give our pupils as broad, comprehensive and balanced an education as possible during their time with us.
- The school's Catholic values of treating everybody equally underpins the aims and delivery of the curriculum.
- Significant focus is placed on linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education including, but not exclusively English, Mathematics, RE and computing and languages.
- The pupils' spiritual, moral, social and cultural (SMSC) development is given a very strong emphasis, particularly in personal, social, health, citizenship and economic education (PSHCEE), religious education (RE), RHSE (Relationships and Health Education) and dedicated wellbeing sessions.
- Specialist teachers are used for delivery of languages (French, Mandarin), Sport, Computing and Forest School.

## **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 numeracy, literacy, speaking and listening, maths 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.
- Take into account the needs, aptitudes and abilities of all our children, including those with an EHC plan (if present).
- 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.
- Where appropriate, prepare pupils to the standards and style of entrance examinations to senior schools most suited to their abilities and temperament.
- 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 learning environment.
- 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 regularly.

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 different facets of the curriculum, particularly through PSHCEE, RHSE, History,

and Religious Education. Our vision enables teachers to plan and implement fully a programme that embeds the tenets of British values.

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 the local Fire Service) and school assemblies.

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

### **The Preparatory School (Prep I - IV)**

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) keeping in mind the requirements of 11+ entrance examinations.

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 Curriculum is a key resource but we aim to take most children well beyond the level expected at the end of Key Stage 2.

The Preparatory School teachers use other resources, including White Rose Maths and Classroom Secrets, 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, swimming, football and PE are taught by specialist teachers and plan their syllabuses with input from the class teachers so teaching is cross-curricular.

Verbal and Non-Verbal Reasoning are introduced in Prep II, following pupil books from Galore Par. These allow the children to access techniques and examples that they will meet in external GL or CEM tests.

By Prep IV (Year 6), children who are moving on to independent or grammar schools are offered appropriate practice papers in preparation for their entrance examinations.

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, PSHCEE and wellbeing is an integral part of the curriculum and is taught in line with the School's ethos and aims. Whilst the children will have timetabled lessons, underpinned by Laughology schemes of work, it is not only 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. Teaching on protected characteristics are included within the PSHCEE Scheme.

In addition, discrete lessons embedded in the School's computing curriculum are provided to cover

personal safety including e-safety and cyberbullying.

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

All staff are given electronic copies of “Keeping Children Safe in Education” (updated in September 2021) and must be aware of its implications in relation to the safety and safeguarding of children.

### **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
- Advise and support colleagues with regards to stretching and challenging all pupil, including the more-able, in their subject area
- Provide efficient resource management for the subject
- Monitor 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 areas of development of the subject and strategies for improvement

### **Homework**

We inform parents of the homework provision at Our Lady’s pertaining to 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 child and / or parents.

From Infant I upwards, teachers use homework books where their work is recorded and monitored by the class teachers.

### **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**

***Please refer to the separate Special Educational Needs & Disability (SEND) Policy.***

## **Able, Gifted and Talented**

***For further information, please refer to the Stretch and Challenge Policy.***

## **Assessment and Reporting**

Our Lady's aim to keep parents well informed about their child's progress. 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 reports 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. languages, this will be discussed fully with relevant parents.

With children that have an EHCP we plan in accordance with their specific requirements. Children who are able and gifted, those that have EAL and SEND concerns will also be taken into consideration through the work of the SENDCo, EAL Coordinator and Stretch and Challenge Coordinators when planning and delivering the curriculum.

***Please refer to the Equal Opportunities, Stretch and Challenge and SEND Policies.***

## **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. Parents are provided with monthly online safety newsletters. 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 PSHCEE 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](http://www.saferinternet.org.uk))

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://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 and medium term aims and objectives 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 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: 18 November 2021**

**Signed:**

A handwritten signature in black ink, consisting of several loops and a long, sweeping tail that ends in a sharp point.

**Simon Cassell  
Deputy Headteacher**

**To be reviewed: 12 months from “Reviewed” date**

## Appendix 1

### Reception Year Curriculum Policy 1.3

At Our Lady's School we pride ourselves on viewing each child as an individual. We firmly believe that all children have the potential to achieve great things given the opportunity and the right foundations in their Reception year. Our values are underpinned by our Catholic roots, and help guide us and the children on the beginning of this educational journey. At Our Lady's we follow the Statutory Framework for the Early Years Foundation Stage.

#### Four Guiding Principles

Our practice is shaped by four guiding principles:

**A Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships** - Children learn to be strong and independent through positive relationships.

**Enabling Environments** - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

**Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities

This policy, alongside the Stretch and Challenge Policy, sets out how we aim to achieve these goals.

The Reception Curriculum is guided by the new EYFS Statutory Framework, including use of the Progress checks at 2/3 and the EYFS profiles. The seven areas of learning are key to all our work throughout EYFS in the Nursery and in the School:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

We aim to achieve this by:

- Providing high quality, inclusive education for all pupils by providing a relevant curriculum led by practitioners who understand the specialist nature of early years' practice.
- Acknowledging the importance of play in all aspects of pupils' learning.
- Providing learning activities and opportunities which values the inquisitive nature of the pupil and allows them to develop as autonomous learners, showing initiative and independence.
- Having high expectations of our children from the outset.
- Following the EYFS Framework, but where appropriate stretching beyond this based on the needs of the individual child.
- Following the seven areas of learning and development set out in the Statutory Framework for EYFS.
- We value all seven areas of learning and development and understand that they are connected to one another and are all equally important.
- All areas of learning are underpinned by the four guiding principles of the EYFS.
- Providing a curriculum which provides for all areas of a pupil's development.
- Giving children daily opportunities to develop their reading, writing and mathematical skills.
- Creating a stimulating and enabling environment, where working walls and interactive displays are used to scaffold children's learning.
- Understanding that emotional wellbeing is seen as paramount to successful learning and assisting children in learning to self-regulate.
- Valuing past learning and using this as a basis for future progress.
- Acknowledging individual differences and treating all pupils equally, regardless of age, attainment, ethnicity, gender, language and special education needs.
- Valuing the contribution parents make and establish an atmosphere of trust and respect between home/nursery/school.
- Using observation and continuous assessment as planning tools for future learning.
- Developing language skills i.e. fluency, coherence and understanding by providing opportunities to 'talk', as well as access to language through stories, songs and rhymes. This in turn will develop listening skills.
- Moving the emphasis from a more child-led informal approach to learning to a more formal style of whole class teaching as the year progresses.

### **The Reception Year**

All children joining Our Lady's, will undertake a Baseline Assessment (GL) during the first half term of Reception alongside teacher initial assessment, in order to ascertain individual stages of development, strengths and needs. They will be tested again using the GL Progress Assessment Tests towards the end of the Summer term to ascertain their progress over the year (EYFS Profiles).

We use the Development Matters guidance to understand and support each child's development pathway and to make best-fit judgments about whether a child is showing typical development for their age. The development statements are used to identify possible areas in which to challenge and extend the children's current learning and development.

This style of teaching depends on careful and flexible planning taking into consideration the need to incorporate child initiated learning, including the involvement of subject specialist teachers in Music, French, Mandarin, P.E., swimming and Forest School.

The school 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 Reception**

At Our Lady's, we make regular assessments and records 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.

Tapestry is used as the primary means of recording and assessing children's development in Reception. This enables parents to access their children's developmental records, as well as being able to provide their own developmental observations. The class teacher keeps examples of each child's work in designated books and folders along with progress and assessment records. This is shared with parents at termly parent/teacher meetings. 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.

### **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 and when it is deemed necessary and after consultation between teachers and relevant senior managers.

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.

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