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Curriculum Policy

1. Introduction

1.1 The curriculum at St Michael's Preparatory School is creative, engaging and exciting: it inspires personalised learning and progressive thinking for each and every individual. Each child in the Pre-Prep and Prep areas of the school is stimulated by the activities they cover to experience joy and wonder in their learning and their teachers aim to expand their developing minds in order to achieve their full potential.

1.2 The curriculum takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan and EAL needs.

1.3 The St Michael's curriculum incorporates all the planned activities that we offer in order to promote learning, and personal growth and development for every child. It goes beyond the requirements of the National Curriculum, and includes the various co-curricular activities that the school facilitates in order to enrich the children's experience. It also incorporates the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave.

1.4 We seek the highest standards of attainment for all our children within their perceived capabilities. We are also proud of the breadth of the curriculum that we provide. Pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Through our curriculum we aim to balance giving children the opportunity to shine in their academic achievements with plenty of wider opportunities for personal enrichment including our wide variety of activities on offer after school, trips and excursions etc.

2. Values

The school curriculum is underpinned by the values that are held at school: perseverance, wisdom and gratitude. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of our school upon which we have based our curriculum are:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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 school, and we want our curriculum to promote inclusion, co-operation and an understanding of their place within the wider world.
- We treat each child in our school as an individual and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We strive to meet the needs of all our children.
- We value our environment and are extremely fortunate to be set in 90 acres of stunning grounds, and we endeavour to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations. To this end, we have a range of outdoor activities on offer and our curriculum promotes environmental awareness.

3. Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy and Information and Communication Technology (ICT)
- to enable children to be creative and to develop their own thinking
- to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and our British cultural heritage
- to help children take their place as a citizen of the world and gain a deeper understanding of the lives of children in different countries
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- to enable children to be positive citizens, working collaboratively to meet objectives
- to teach children to have an awareness of their own spiritual development and to distinguish right from wrong
- to promote forward-thinking in order that our children become progressive and contemporary learners in the 21st Century
- to help children understand the importance of truth and fairness
- to enable children to have respect for themselves and others, to have high self-esteem and to live and work co-operatively with others in order to make them resourceful citizens
- to encourage children, through our Christian framework, to be tolerant, responsible and kind to one another
- to help children understand how they can develop a growth mindset in order to maximise their achievements in all aspects of their life
- to provide access to impartial careers guidance for pupils in Years 7 and 8
- to support the development of character attributes for future life: perseverance, independence and resilience through curriculum challenge and opportunity in independent projects (including the curiosity curriculum)

Above all we aim to instil in every child a love of learning, giving them a sense of personal and collective responsibility and self-confidence.

The curriculum pays regard to the protected characteristics set out in the Equality Act 2010 which is explored through teaching in PSHE.

4. Organisation and Planning

4.1 As already stated, the St Michael's curriculum is not restricted to following the National Curriculum rigidly. Instead we aim to deliver a broad, balanced and interesting curriculum for pupils of all abilities. The curriculum enables children to acquire appropriate skills in speaking, listening, literacy and numeracy. Pupils are set according to ability in the following subjects, in the following years:

- Years 3 and 4: maths
- Year 5: English and maths
- Year 6: English, French and maths (in addition, the top two English sets also learn Latin)
- Years 7 and 8: English, maths, science and French (In addition, some pupils also learn Latin)

4.2 The curriculum is planned in three phases:

First are the schemes of work which are the long term plans. These outline the key knowledge, skills and assessment objectives year on year in each subject. The aim of the schemes of work is to ensure continuity of teaching and progression in learning. They indicate the content to be taught for each year group and this is broken into units. The schemes of work are regularly updated by the Heads of Department in collaboration with their respective teams.

The medium-term plans are termly or half termly plans and they give clear guidance on the objectives, teaching strategies and assessment for each unit of work.

The short-term plans are those that the teachers may write on a weekly or daily basis. These set out the learning objectives for each session and identify what resources, activities, assessment and feedback strategies are going to be used in the lesson.

5. Curriculum Development

We expect that our HoDs lead change and development in their own curriculum areas in response to external requirements and in order to improve outcomes for children. As a school we reflect on the curriculum as a preparation for life and strategic change is led by the Deputy Head (Teaching and Learning) and other senior colleagues where appropriate. We manage change through collaboration and consultation with all relevant parties.

6. The Curriculum and Inclusion

The Head of Learning Development is directly responsible for coordinating the AEND and EAL provision in the Prep School. The G&T leader oversees the identification of our most able and supports staff in ensuring challenge and opportunity at an appropriate level for these children. In addition, the Head of Learning Development is responsible for overseeing the work of the Pre-Prep additional support.

- 5.1 All children have a right to access a full and inclusive education.
- 5.2 All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution.
- 5.3 St. Michael's is committed to the early identification of children with Additional Educational Needs and Disabilities (AEND) and to adopting clear and open procedures which are outlined in this policy.
- 5.4 St. Michael's is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
- 5.5 St Michael's will provide, within available resources, the highest possible quality support and inclusive education for children with AEND. Where a child needs one to one support in St Michael's this will be funded by the parents.
- 5.6 St Michael's will actively promote multi agency working to support children with AEND.

Our priority at St Michael's is Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having AEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Head of Learning Development will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the AEN list, they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the AEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Where a child is identified as having special educational needs that cannot be met through differentiation alone the child will be placed on the AEN register with the category AEN Support.

- Where a child has been identified as making insufficient progress St Michael's Prep will make reasonable adjustments to the child's educational provision, which are additional to or different from that provided as part of the school's usual differentiated curriculum.
- A provision map will be created outlining the measures that are put into place and the impact of these measures will be regularly reviewed.
- A pupil portrait will be produced for that child outlining the child's needs and strategies to be adopted when working with the child.
- The child may be withdrawn from class to attend small group or individual lessons.
- Personal targets will be recorded and reviewed.
- If required the Head of Learning Development and Class teacher, in consultation with parents, will seek advice from outside agencies.

6. The Role of the Head of Department

The role of the HoD is to:

- To develop the curriculum in response to the changing needs of our pupils and the world around us
- To prepare or delegate if appropriate, the schemes of work for the department and to ensure that they are carried out.
- To prepare the departmental handbook and to ensure that its guidelines are followed.
- To prepare schemes of work which go beyond the National Curriculum.
- To ensure effective teaching methodologies to suit a variety of learning styles.
- To co-ordinate and ensure effective academic progression from Year 1 to Year 8.
- To monitor the curriculum delivery and effectiveness of teaching in your subject area.
- To lead training on and awareness of curriculum innovation.
- To identify, track and provide appropriate learning experiences for the highly able and gifted, across the department.
- To identify, track and provide appropriate learning experiences for the pupils with special needs or learning difficulties across the department.
- To identify, track and provide appropriate learning experiences for the pupils with EAL.

- To promote creativity within the staff who are teaching the using Geography as well as in the pupils who are receiving it.
- To foster a spirit of enquiry among pupils across the department.
- To prepare assemblies to promote your subject area.
- To ensure that an aspect of your subject is represented in the clubs provided.
- To make regular assessments of pupils' attainment and progress and ensure consistency across the department.
- To maintain and update manual and computer records of pupils' marks and progress.
- To know data relating to pupils and to analyse trends in performance.
- To use data management to improve teaching and learning.
- To organise trips and visitors to support the curriculum
- To create links in other countries to support the wider work of the school
- To create a culture of enquiry in the school where confidence and commitment combine with pleasure and fun.

The Head of Department has, in addition to this teaching and learning responsibility, the professional requirements of the subject teacher set out within that job description.

There may also be particular responsibilities relating to the leadership of individual subject areas.

7. Monitoring and Review

The Deputy Head (Teaching and Learning) and Headteacher are responsible for the monitoring of the curriculum. In February 2017 other members of the Senior Leadership Team took on oversight of specific departments.

HoDs monitor the way their subject is taught within their departments. They are responsible for the long term planning (schemes of work) and oversee medium-term planning (more detailed half termly or termly units of work). They are encouraged to observe lessons and to scrutinise a sample of books on a termly basis to ensure that appropriate teaching strategies are used. HoDs also have responsibility for monitoring the way in which resources are stored and managed.

Curriculum Diagram:

	En	Ma	Sci	Fr	Gg	Hi	RS	PE	Ga	Sw	ICT	DT	Ar	Mu	Dr	PSHE	Form	ED	Ch	La / St	Rea
3	8	8	3	2	2	2	1	2	6	1	1	2	2	1	1	1	1	2	1	0	0
4	8	8	3	2	2	2	1	1	6	1	1	2	2	2	1	1	1	2	1	0	0
5	8	8	4	3	2	2	1	1	6	1	1	2	2	1	1	1	1	0	1	0	1
6	6	8	5	3	2	2	1	1	6	1	1	2	2	1	1	1	1	0	1	2	0
7	6	6	6	6	3	2	1	1	5	1	1*	1	2	1	1	1	1	0	1	2*	1
8	6	6	7	6	2	3	1	1	5	1	1*	1	2	1	0	1	1	0	1	2*	0

*children who do not study Latin have extra English in Y6 (2 lessons/week)

Related policies:

St Michael's Additional Educational Needs and Disability Policy including children in the Early Years Foundation Stage (February 2016)

Assessment Policy

Activities Policy

EYFS Curriculum Policy

Gifted and Talented Policy

Homework Policy

Marking Policy

Parents' Evening Policy

PSHE Policy document

Reports Policy
AEND Policy

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MBR Nov 2018

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