

**ST. ANNE'S PREPARATORY SCHOOL**  
**CURRICULUM POLICY**

*to be updated annually - last reviewed September 2016*

**This policy also applies to EYFS**

**Introduction**

The general principle of governing the curriculum of St. Anne's school is that every child shall be entitled to and shall take up a curriculum which is balanced and broadly based and which:

1. promotes the spiritual, moral, cultural, mental and physical development of children at the school;
2. prepares the children for the opportunities, responsibilities and experiences of secondary education and leading on into adult life – see *The Next Stage of Education Policy*;

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.

**Purpose of the Policy**

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act. St. Anne's is an independent preparatory school and aims to provide an alternative style of education to the state system. We recognise that parents choose the school because of its formal, traditional methods, small classes and academic success and our curriculum reflects this requirement, whilst seeking to adhere in the main to the guidelines of the National Curriculum.

This document lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of our school.

**Aims**

***The school's curriculum aims to offer a full time supervised, broad and balanced education suited to pupils of all abilities and across the age range of 3 yrs – 11 yrs.***

More specifically the curriculum aims:

- To contribute effectively to pupils' intellectual, physical and personal attainment and development;
- To be appropriate for the age, ability, gender and ethnicity of pupils;
- To provide skills in speaking and listening, literacy and numeracy;
- To provide continuity and progression throughout the key stages;
- To promote tolerance and respect for people of all faiths (or those of no faith), race, genders, age, disability and sexual orientation;
- To provide a suitable and effective learning environment for those pupils requiring special provision, including very able pupils and those with EHC

(Education, Health and Care) plans and for those pupils who have English as an additional language;

- To provide a personal, social and health education which reflects our school's aims and ethos, respecting other people and giving pupils opportunities, responsibilities and experience of life in British society;
- To prepare pupils for the next stage of their education;
- To provide access to extra-curricular activities for the purpose of enrichment.

### **Breadth of the curriculum**

The subjects and courses provided in the school at each key stage are designed to be broadly based in order to promote effective learning and personal growth. Schemes of work exist for all subject areas from EYFS to Key Stage 2. The school's curriculum aims to provide all pupils of compulsory school age with an educational experience in the following disciplines:

- Linguistic – to develop pupils' communication skills and increase their command of language through speaking, listening, reading and writing.
- Mathematical – to help pupils make calculations to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. This is developed in a variety of ways, including practical activity, explanation and discussion.
- Scientific – To increase pupils' knowledge and understanding of nature, materials and forces and to develop the process of enquiry by carrying out investigations and writing up their findings accordingly.
- Technological – to develop understanding of ICT, to be able to design, make and evaluate different products and to become familiar with using different tools, equipment and materials.
- Human and social – to gain an understanding through history and geography of how human action now and in the past can affect events and environmental conditions.
- Physical –to develop pupils' physical control and co-ordination, improve tactical skills and to evaluate and improve their performance. To gain an understanding of the principles of health and fitness.
- Aesthetic and creative – to develop creativity through art, music, dance, drama and literature.

*(for further detail of the above see the relevant scheme of work and our SEN and Equal opportunities policies)*

### **Principles of Teaching and Learning**

We see teaching and learning as a process of co-operative teamwork. We welcome and encourage an appropriate involvement of parents and others in the community in helping us to achieve a wide range of learning opportunities.

## **Responsibilities**

**All members of the school community**, the proprietor, teaching and non-teaching staff, parents and pupils work towards the school's aims by:

- treating children as unique and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work, particularly through the house reward system
- working as a team, supporting and encouraging one another.

**Teachers** work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the National Curriculum and integrating it as appropriate into the St. Anne's curriculum
- having a positive attitude to change and the development of their own expertise
- establishing increasing links with the local community, including industry, to prepare pupils for the opportunities, responsibilities and experiences of adult life.

**Pupils** are encouraged to work towards the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly.

**Parents** are encouraged to work towards the school's aims by:

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise

- participating in discussions concerning the child's progress and attainments at regular consultation evenings and by appointment with class teachers
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing reading and assisting in learning of tables and spellings
- allowing their children to take increasing responsibility as they progress through the school.

A Home/School Agreement is signed by both parents and pupils to ensure recognition of the above aims.

## **Procedures**

### **1. Strategies for Teaching and Learning**

Our curriculum is organised on a subject basis. National Curriculum core and foundation subjects are incorporated, where appropriate, into the class timetable along with French and Speech & Drama.

In the Pre-Prep work is grouped into cross-curricular topics whenever possible.

The predominate mode of working is whole class teaching, although group and individual work are frequently used when appropriate. Our methods are traditional, well proven and frequently formal, as expected by our fee-paying parents.

Classes are of mixed ability, although matched ability sets are used in senior mathematics. Subject advisors provide policies, schemes of work, resources and assistance for non-specialist teachers - there are specialist teachers for Music, ICT, Reasoning, Speech & Drama, French and P.E.

Teacher assistants and apprentice teacher assistants are available in the Kindergarten 1 & 2, Year 1, Year 2 and Year 3 and for other classes as appropriate and at the discretion of the Headteacher.

Volunteer helpers assist in sports activities, on outings and visits and in providing other help, such as developing contacts with industry, commerce, local services and places of interest.

Project Trident pupils and FE students on work experience are accepted into school and certain standards of dress and conduct are expected.

## **SEN**

Pupils with Special Educational Needs (including the most able) are provided with Individual Education Plans and are either, withdrawn for extra support or supported within the classroom, by a part-time special needs teacher. They may also receive extra support from a teaching assistant.

## **Homework**

Homework is considered to be a valuable element of the teaching and learning process therefore:

- children are encouraged to work at home on a regular basis. Homework is given to all children from Year 1-6
- it is expected that all children in the Pre-Prep will read at home and share a book with their parents
- children will have multiplication tables and spellings to learn at home
- children who have made insufficient effort during class time may be asked to complete work at home
- extra homework tasks will be given to children in Year 6 to help prepare them for entrance examinations to secondary schools
- further practice in basic skills (e.g. handwriting) may be set at the discretion of class teachers after negotiation with parents
- in Years 1 and 2 homework is monitored via a home school reading diary
- in Years 3-6 homework is monitored by children being provided with a homework diary. –see *Homework Policy for further details*

The emphasis of our teaching is to provide a well-balanced education incorporating the best of traditional and modern teaching methods. The children are involved in class and group work, visits and audio visual tasks and investigative work. Individual contributions are valued.

## **Achievement**

Achievement is celebrated in display and performance and each child is given an opportunity to have their work displayed at some time in the school year. Every half term there is the opportunity for children to be awarded the class effort cup and individual children's team points are put towards their House cup which is also presented every half term. School events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance and are a regular feature of school life.

Sustained effort, including some drafting and re-working, is encouraged to enhance standards.

## **2. Strategies for Ensuring Progress and Continuity**

### **Planning**

Planning is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the School 3 year Development Plan, developed through a process of collaboration between staff
- schemes of work for individual subjects are developed by advisors in collaboration with the whole staff
- schemes of work are drawn up by the advisors who are available to assist staff when necessary
- weekly staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

**Subject Advisors** have a variety of roles. They:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- support colleagues in their development and implementation of the scheme of work
- monitor progress in their subjects and advise the Headteacher on action needed whenever possible
- are encouraged to keep up-to-date through reading and attending relevant courses.

The Bursar takes responsibility for the purchase and organisation of central resources for each subject

**Feedback to pupils** about their own progress is achieved through the marking of work. Effective marking:

- aims to help children learn and improve their standard of work and comments aim to be positive and constructive
- is often done through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability.
- Short oral tests are used regularly in all subject.

**Cross phase continuity** is ensured by:

- regular liaison meetings between teachers of Year 6 pupils and those from prospective secondary schools
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results.

### **3. Strategies for Recording and Reporting**

We have a range of strategies that keep parents fully informed of their child's progress in school:

- we encourage parents to contact the school if they have concerns about any aspect of their child's work;
- twice yearly we offer parents the opportunity to meet their child's teachers;
- Year 5 have additional meetings as required in lead up to 11+ exam. Parents may meet the child's teacher by appointment at any other time to discuss particular concerns;
- parents receive an interim report of their child's progress in February and a full report at the end of the summer term. This report will include individual written comments on all subjects of the curriculum, a general comment about the child's social and emotional development and also grades for achievement, effort, behaviour, homework and presentation;

- Within the Foundation Stage, continuous assessment occurs and observations are made. These are recorded in individual step-by-step profiles. Evidence is collected to support these early learning goals;
- We offer parents of pupils in EYFS the opportunity to discuss the results of the Foundation Stage Profile.

### **Assessment**

Pupils are assessed at regular intervals:

- all pupils are assessed in numeracy and literacy termly (October, February and May);
- Writing is assessed throughout the year by ongoing teacher assessment;
- in years 2-6 pupils also undertake a chronological reading age test at the end of the year;
- prep-pupils also complete non-verbal and verbal reasoning tests;
- Children in Years 2 and 6 will be assessed formally through the use of National End of Key Stage tests.

This data is recorded centrally on the Staff Shared Area on the network under Assessment Database.

- In science all students are assessed at the end of each topic and class teachers record these marks, recording a termly average on the Assessment database. An annual score is calculated by averaging out all topic assessments throughout the year;
- Foundation subjects are assessed at the end of the school year.

In addition pupils will also be expected to complete informal weekly tests for reasoning (years 3-5), mental maths, tables and spelling, and take part in quizzes and peer editing literacy work at regular points to ensure that learning is secure.

We keep detailed reading records tracking pupils' progress and commenting on their reading. Part of this record keeping includes a home/school reading diary, enabling parents to be part of the assessing and recording process.

End of year results in Maths, Reading, Grammar, punctuation and spelling, Science, Reasoning and Reading Age are kept centrally so that progress can be tracked as the pupil progresses through the school. – see *Assessment Policy for further details*.

### **4. Strategies for the Use of Resources**

Classroom resources are the responsibility of classroom teachers who ensure that:

- there is a range of appropriate accessible resources available from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- all children know what they must not touch for reasons of safety and privacy

- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Information Technology is a resource which we aim to use across the whole curriculum whenever possible. - *see IT Policy and individual subject policies for details.*

The Library is run by Mrs Butterworth and a group of Year 6 prefects and is available to year 2 to years 6 on a regular basis and for the whole as a curriculum resource.

### **Health and Safety**

Health and safety issues are the responsibility of all who work in the school. The Bursar and Headmistress assume responsibility and all problems should be reported to them. All members of teaching staff are qualified first-aiders.