



Curriculum Policy

Introduction

The Study School Curriculum comprises all of the planned activities in school which serve to promote the school's aim and ethos, namely for each child to be empowered to achieve their personal best in an atmosphere in which they are encouraged to become positive, responsible people, who can work and cooperate with others. In addition to the daily academic timetable, the curriculum includes the benefits of the 'wider curriculum' i.e. the complete educational experience of being a pupil in a school where so much takes place in addition to formal, academic lessons.

It follows from the ethos of the school that the Study School does not select its pupils purely upon academic ability. The criterion for the admission of pupils is usually a judgment as to whether they will be pupils who will benefit from the community and opportunities provided at this school. Pupils leave the school as rounded individuals, with interests in many areas and well equipped for senior school and the outside world. Their strengths are well-known by staff by the time for transition into senior school and considerable guidance is given to parents of children in Years 5 and 6 in their selection of the best school for each individual child.

Aims

The aims of the Study School in relation to the curriculum are:

- to provide every pupil with a challenging, rich and broad education which engages and motivates our pupils, as well as allowing them to be effective learners who make good progress
- to differentiate academic work so that each pupil is given the greatest opportunity to achieve their personal best
- to teach knowledge, skills and understanding appropriate for the age and aptitude of the pupils
- to actively prepare pupils for the opportunity and experiences of life in British society
- to plan and monitor the curriculum to ensure that learning is continuous and, through formal and informal assessment, that our pupils make good progress
- to create a community of well-balanced and positive young people who are fully prepared for the challenges and responsibilities they will face at senior school and in the wider community

- to promote a positive attitude towards learning so that pupils enjoy coming to school and acquire the skills and understanding that will allow them to be life-long learners
- to fulfill the requirements of the EYFS and National Curriculum (extending and adding to this where appropriate) and to prepare children for the entrance requirements of a range of schools
- to provide pupils with the opportunity to wonder and cause them to marvel at the incredible and fantastic world in which we live
- to provide, whilst paying due regard to achieving high standards in English and maths, a broad, exciting and challenging curriculum, which allows pupils to develop skills and awareness in the following areas:
 - Linguistic: listening, speaking, reading and writing are most overtly brought into focus in lessons in English, and also in modern languages. The teaching of literacy and literary skills is not, however, confined to these subjects, and teachers of all subjects will encourage good linguistic and literary standards in all pupils' work. Oral communication skills are enhanced further by the many opportunities throughout the year for pupils to take part in performances, services and theatrical productions.
 - Mathematical: The mathematics curriculum, as well as the curriculums for science, Design Technology, ICT, geography and some other subjects, include a focus upon encouraging pupils to make calculations, to understand and appreciate relationships and pattern in number and space and to develop the capacity to think logically and to express themselves clearly.
 - Scientific: The work pupils do here focuses on an understanding of nature, materials and forces, and also upon developing the skills associated with science as a process of enquiry.
 - Technological: All pupils study design and technology, and ICT. ICT skills are taught in 'stand alone' lessons; laptops are used by children across other subject areas in Years 3-6, and iPads are accessed throughout the school allowing pupils to use their skills in context.
 - Human and Social: This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. These topics are touched upon in many subjects, but particularly in history and geography.
 - Physical: In addition to PE and games lessons, this aspect of learning is also fostered strongly by the extra-curricular sporting culture at the Study School. Children in Years 3- 6 also benefit from an outdoor adventure residential trip.
 - Aesthetic and Creative: Children at the Study School are provided with numerous opportunities to develop skills in these areas of the curriculum. In addition to formal music, art and design and Design Technology lessons, the school offers a range of peripatetic music lessons. Drama and music productions feature strongly with each stage of the school (EYFS, Pre-Prep and Prep) giving 2 to 4 performances over the course of the academic year.

- Spiritual: Religious Education is a compulsory part of the curriculum in Years 1-6. Pupils also study PSHE throughout the school where matters of a spiritual nature are sometimes discussed.
- Personal and Social: The school's PSHE curriculum is taught across the age ranges. Every week there is a timetabled PSHE lesson for all year groups where form tutors deliver the PSHE curriculum. Form tutors play a vital role in guiding pupils on important issues of a personal and social nature. We teach pupils about safeguarding.

However, it is recognised at The Study School that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; as a result, there is a determination for every young person's needs to be assessed and their talents developed through a range of teaching strategies.

Planning

The EYFS follows the DfES Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

- Personal, social and emotional development;
- Communication and Language;
- Literacy;
- Mathematics;
- Understanding of the world;
- Expressive Arts and Design; and
- Physical Development.

Plans are available from the T drive of the school network.

Pupils in the Reception class also have a weekly French lesson with a specialist teacher.

Where pupils move into Year 1 without having achieved some of the Early Learning Goals, they are supported in their learning to attain these standards as soon as possible alongside the Year 1 curriculum.

The curriculum in Years 1 to 6 is devised by the school, using the National Curriculum Programmes of Study as the basis for long and medium term plans but extending and adding to this where appropriate. In addition:

- all pupils have a weekly French lesson;
- Spanish and Chinese is also taught weekly in Years 5 to 6;
- exam preparation takes place in Years 5 and 6 where Verbal and Non Verbal Reasoning are taught and practice papers in English and maths are given; and
- pupils in Year 6 are assisted with interview skills.

The Study School Curriculum is enhanced with termly class trips, residential visits (in Years 3-6), winter and summer theatrical productions, Spring, autumn and summer music concerts, a Modern Foreign Languages afternoon, visiting speakers and performers, charity fundraising, house competitions, regular sports fixtures, Book Week and Maths Challenge Week.

Age appropriate homework is set, where appropriate, to consolidate learning or further develop work begun in class and to link the curriculum with learning at home. A homework timetable is provided to parents and children record their homework in their school homework diary.

The school uses Long, Medium and Short Term Plans. Long and Medium Term Plans are reviewed on an annual basis.

- Long Term Plans - these provide a broad outline ‘map’ of the curriculum
- Medium Term Plans - these are the more detailed plans which give guidance on the objectives and specifically show what is to be taught within each topic area
- Short Term Plans - these are the day to day plans of individual teachers, which set out how they plan to achieve the aims and goals set out in the Medium Term Plans. Learning objectives, resources, activities and differentiation are included in these plans.

Long and Medium Term Plans for each subject in Years 1 to 6 are stored on the T drive of the school’s network. Teachers are responsible for storing hard copies of Short Term Plans in a file stored in their classroom.

Delivery

Children in each year group, from Reception Class upwards, attend lessons for approximately:

Reception Class	23 hours and 30 minutes each week
Year One	24 hours and 20 minutes each week
Year Two	25 hours and 10 minutes each week
Year Three	26 hours and 50 minutes each week
Year Four	26 hours and 50 minutes each week
Year Five	27 hours and 40 minutes each week
Year Six	27 hours and 40 minutes each week

Children in the Early Years and Pre-Prep departments are taught predominantly by their class teacher. French, and some music and ICT lessons, are taught by specialist members of staff. A team of Learning Assistants support lessons from EYFS to Year 6.

In the Prep department children are taught by their form teacher and a range of specialist teachers in preparation for their move to secondary school. In Years 4-6, English, Maths, Science, French, Spanish, ICT, Art and Music are taught by specialist teachers.

Throughout the school, children are taught in mixed-ability classes with differentiated activities to both extend the more able and provide support for those children who need it. The subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a special need/learning difference. Cross-curricular links are made between subjects where appropriate. In PE/Games lessons pupils are sometimes grouped by ability at the discretion of the PE/Games staff. Pupils are also withdrawn from lessons for learning support or for ‘Stretch and Challenge’ by agreement between the SENCO and the child’s parents. The ‘Nessy’ programme is used for pupils who need to

close their gaps in literacy in addition to other tailored support. Pupils who are more able will join older pupils' classes or will be taught in 'The Rabbit Hole' (Stretch and Challenge and Intervention room) with pupils of a similar ability.

Roles and Responsibilities

The SLT takes overall responsibility for managing the curriculum. Subject Coordinators (where appointed) and specialist teachers monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through staff meetings and in SLT meetings.

Inclusion

The Study School Curriculum is intended to be accessed by all pupils who attend the school. Please refer to our Additional Educational Needs policy.

PSHE

Personal social and health education lessons are taught weekly (as circle time in the EYFS) and reflect the school's aims and ethos by encouraging children to develop a positive self image and learn mutual respect and tolerance for the cultural diversity of our community. Pupils are prepared carefully for the opportunities responsibilities and experiences they will encounter in the next stages of their life. Aspects of PSHE are also covered in assemblies and by presentations given by external providers. Every year, the children raise money for a local and national charity through sponsored events.

Relationship and Sex Education (RSE)

The Study School has an agreed policy for RSE. The parents of pupils in Years 5 and 6 are given an opportunity to preview the BBC DVD resource used as the basis for the Year 6 Relationship and Sex Education programme of study which goes beyond the statutory Science curriculum. RSE for other year groups forms part of the Science and PSHE programmes of study.

Spiritual, Moral, Social and Cultural Education

The staff and proprietors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences. The PSHE programme of study also provides for the above and The Study School promotes Fundamental British Values.

Self Esteem and Self Worth

The Study School regards the development of self esteem and self confidence amongst its pupils as a central aim of the school. Good Work Assemblies are held each week to recognise and celebrate the achievements and talents of our pupils. Examples of children's work are displayed regularly around the school. The awarding of dojo points also encourages pupils to do their best both in their school work and in their behaviour towards others. At the end of each term, pupils who have achieved good grades, completed classroom and homework tasks well, and have been helpful and kind to their peers are awarded the Head Teacher's Award. At the end of Year 6, awards are made to pupils who

have made significant achievements in subject areas and the places gained by all children at a range of senior schools are celebrated.

Extra Curricular Activities

A wide range of activities is offered each term. Parents of children wanting to attend such activities are asked to sign a consent form. All teaching staff and many other staff members participate in the provision of extra curricular activities at some stage during the year. Some enrichment activities are organised by external providers, for which a small fee is charged.

Overall responsibility for the curriculum

The Headteacher, the Head of Prep School, and Head of Early Years (the SLT) have overall responsibility for the curriculum. They oversee curriculum planning and provide guidance to teachers through INSET, staff meetings and subject teacher meetings. Other aspects of the monitoring of the curriculum are detailed in the Teaching and Learning Policy and Assessment Policy.

This policy is monitored by the SLT. It will be reviewed every 3 years.

Policy:	Curriculum Policy		
Original held here:	\\server\teachersshared\school info\policies		
Applies to:	Whole School		
Author(s):	RT, SC, CMA and DBD		
Approved by:			
Annual Review:	I certify that I have reviewed this policy, and verify that, to the best of my knowledge, it reflects current legislation and is in accordance with the wishes of the Governing Body and Head teacher.		
Date:	September 2017	Reviewed by:	D. Brackstone-Drake