

RYDES HILL PREPARATORY SCHOOL & NURSERY

P37 (ISI 2A) – CURRICULUM POLICY



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what the school stands for and all are encouraged and challenged to be the best they can be.

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Revision History

Revision	Paragraph Number	Revision
March 2012		New Document
March 2013		
March 2014		
March 2015		
March 2016		
March 2017		
April 2019		
November 2019	Paragraph 6 Paragraph 7 Paragraph 9 Paragraph 10 Paragraph 14 Paragraph 15	Sub-clause b – replace “EHC plan” with “EHCP” Add sub-clause q Amend first sentence. Delete final sentence Amend final sentence Change “C01 – Art” to “C01 – Art & Design” Substitute “baseline” for “early learning goals”
November 2020	Paragraph 1 Paragraph 7 Paragraph 13 Paragraph 14	Reference to COVID19, P42 and handbook for learning Include reference to RSE Include reference to Forest School (U) Add P40 – Forest School handbook
November 2021	Paragraph 5	Reference to the curriculum and protected characteristics in the Equality Act 2010
September 2022	Paragraph 1 Paragraph 4 Paragraph 6 Paragraph 7 Paragraph 13 Paragraph 14	Reference to COVID in past tense. General reference to clubs Reference to the Computing Policy and safety in a digital world Guidance on emotional well being Reference to safety in a digital world and encouraging positive attitude to problem solving Reference to safety in a digital world Update policy names
October 2023	Paragraph 1 Paragraph 5 Paragraph 8 Paragraph 17 Paragraph 18	Remove reference to COVID Include reference to EYFS curriculum Explicit reference to new cross curricular themes: STEAM, Life Skills, Forest School Added section on roles & responsibilities Added section on monitoring

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
EYFS	Early Years Foundation Stage
SEND	Special Educational Needs and Disabilities

Aim / Objective / Statement of Intent

This policy applies to the whole school including EYFS.

1. The objective of this policy is to ensure a clear understanding of the School's Curriculum Policy.

Introduction

2. Rydes Hill is a small non-selective school with a friendly, caring, family atmosphere which values each pupil as unique and special. At Rydes Hill we are totally committed to the development of our children, to offer them the best start to their formal education, one that is rich in opportunities and experience and sets all of our children on a journey that will enable them to access the desire for learning for the rest of their lives.
3. At Rydes Hill we are a community based on the traditional values of a Catholic education but one that is welcoming of all faiths.

Curriculum

4. The school utilises aspects of the National Curriculum in devising Rydes Hill own plans and schemes of work for its pupils. The curriculum at Rydes Hill is designed to enable boys in Year 2 to sit entrance examinations to a range of preparatory schools to suit their ability and for girls to sit their entrance examinations in Year 6 to a range of senior schools suited to their ability. In addition to the educational aspects of the curriculum, pupils can enjoy a full range of curriculum enrichment activities; Sport, Speech & Drama, Choir, Orchestra, Ballet Clubs, (these may change from year to year depending on demand and availability of staff and facilities), education visits, musical concerts, residential trips etc. The School also encourages third parties to hire the school premises to provide additional extra-curricular educational opportunities.
5. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.
6. The curriculum aims to meet the needs of all pupils with protected characteristics as covered by the Equality Act 2010 (age, sex, race, religion, belief, disability and gender

reassignment) and extend understanding of equality, diversity and inclusion to all learners.

7. At Rydes Hill pupils receive a wide range of experiences and opportunities to develop their knowledge skills and ability. Through this approach personal self-development is achieved and the school is able to determine the unique strengths of each individual pupil and guide them into the appropriate school for the next phase of their education.

8. The School provides:

- Full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- Focus on cross-curricular experiences in Science, Maths, Computing and Design & Technology (STEAM);
- Opportunities to practice life skills in a safe environment (Forest School & Life Skills curriculum);
- Opportunities to develop problem-solving skills through teaching non-verbal & spatial awareness skills;
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP;
- Pupils with the opportunity to acquire skills in speaking and listening, literacy and numeracy;
- Instruction in English. Pupils with EAL are supported where appropriate;
- Individual Education Plans for pupils with EHCP plans are put in place to support pupils with significant learning difficulties and disabilities;
- Instruction in Life Skills. This includes personal, social, health, citizenship and economic education which reflects the school's aims and ethos;
- Emphasis on on-line safety in a digital world;
- Guidance on emotional wellbeing;
- Guidance for pupils selecting the next stage of schooling;
- All pupils with the opportunity to learn and make progress;
- Preparation of pupils for the opportunities, responsibilities and experiences of adult life.

9. The aims of the school curriculum are to:

- Promote the spiritual, moral, cultural, mental, physical and personal development of children at the school;
- Prepare the children for the opportunities, responsibilities and experiences of preparatory education for the boys and secondary education for the girls leading on into adult life;
- Ensure children are as safe in the digital world as in the real world;
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;

- Facilitate children’s acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- Create and maintain an interesting and stimulating learning environment;
- Ensure that each child’s education has continuity and progression;
- Ensure that each child has the opportunity to consolidate their learning;
- Ensure that there is a match between the child and the tasks that are asked to be performed. This means that some pupils may be working at extension or supported tasks. See P19 – SEND & Learning Support Policy and C07 - Able, Gifted & Talented Curriculum Policy;
- Recognise the crucial role which parents play in their children’s education and make every effort to encourage parental involvement in the education process;
- Ensure the opportunity to access the aesthetic and creative elements of education;
- Provide the role model of teaching values and relationships;
- Promote the four dimensions of language; listening, reading, speaking and correct use of grammar;
- Nurture mathematical understanding of numbers, shape, space and data handling and apply this both practically and scientifically;
- Encourage physical development in a fair and competitive environment;
- Encourage scientific thinking through discussion, observation, scientific and analytical enquiry;
- Offer opportunities that encourage a healthy, active enquiring attitude to problem solving, learning through mistakes;
- Develop awareness of social and political aspects of society and its institutions through the Life Skills programme;
- Develop awareness of the characteristics of positive relationships with reference to friendships, family relationships, and relationships with other children and adults through the RHSE programme;
- Activities built in cross-curriculum that cover skills required in the future (STEAM – Science, technology, Engineering, Art & Mathematics)
 - Improves creativity—come up with original ideas
 - Uses teamwork and collaboration to achieve a common goal
 - Develop communication skills—discuss and listen to others
 - Engage critical thinking skills—observing, reflecting, reasoning, sharing
 - Boost curiosity—encourage independent research
 - Learn the basics of coding & engineering
 - Take the initiative in problem solving
 - Learning led by research & enquiry;
- Foster spiritual awareness promoting the values of school, society and the Catholic Church; to ensure that pupils learn about other faiths so that they appreciate racial and cultural diversity;
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;

- Prepare pupils for the 21st Century by focussing on developing independent learning skills and courage (resilience), creativity, curiosity, communication and co-operation.
10. Planned schemes throughout the curriculum take into account the continuous nature of education, having regard to the experiences the children will have before entering the school and those anticipated after they leave.
 11. The School works on the ethos that emotional IQ is as important as academic achievement. It provides a wonderfully, positive, caring environment in which the children are made to feel good about themselves. We foster and promote a good and understanding rapport with the children, building their confidence and encouraging them to express their individual ideas.
 12. The School is responsible not only for the physical safety and well-being of the children but also for their psychological safety and well-being. The school curriculum is designed to encourage every child's self-confidence and self-esteem. This is vital for learning, for all children. Children who require additional support are provided with this via pastoral and SEND support.
 13. The School firmly believes in the use of praise to encourage personal development. All pupils work is valued and displayed in class, weekly awards are given in Assembly for excellent conduct, excellent work and special achievements. The Silver Book records individual success academically and for effort as well as for specific subjects. To increase self-confidence, all pupils take part in class assemblies, and from Kindergarten pupils participate in Masses (except where their parents have asked for them not to). In addition, every pupil from Nursery through to Year 6 takes part in a school performance on the stage each year.
 14. Children need to be literate, and numerate the School recognises the need for clear guidelines for the core subjects of English, Mathematics and Science. In addition, clear guidelines on cross curricular links between all other subjects. Children are encouraged to think for themselves and develop the skills of independent thinking.
 15. Taking into account all of the above, the School aims that each child shall endeavour to learn to:
 - read fluently, with understanding, feeling, discrimination and enjoyment, a variety of materials written in different ways for different purposes;
 - write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
 - communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
 - listen attentively and with understanding;
 - acquire information from various sources and to record information and findings in various ways;
 - apply computational skills with speed and accuracy;

- understand mathematical language and concepts;
- be aware of the applications of mathematics in the world;
- develop analytical and logical ways of thought;
- observe living and inanimate things and thereby, through a process of observation, discrimination and classification, recognise characteristics such as pattern and order;
- master basic scientific ideas and methods; to extend understanding through a process of enquiry and experiment;
- successfully manipulate ideas and apply them in various situations at home, in school and the local area;
- appreciate the structure of mathematics and the nature of number;
- investigate and interpret experimental results, analyse and solve problems, to understand the importance of fair testing and reliability and to present results in a variety of ways appropriate to the investigation;
- develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold valid moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour;
- recognise geographical, historical and social aspects of the wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for an individual within society, to be aware of Christian values, as expressed in our Mission Statement, and other beliefs and their importance in shaping our current society;
- be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative skills and to extend themselves in these areas, to be aware of art and design in the environment both past and present;
- be aware of the effects, and be able to make use of, new technology safely in a rapidly changing society, especially with respect to computers and electronic information handling and be confident using ICT to support their learning;
- can understand and apply fundamental principles and concepts of computing including abstraction, logic, algorithms and data representation. Can analyse problems and experience writing simple programmes. Can evaluate & apply information technology to solve problems. Are responsible, competent, confident and creative users of a range of communications tools.
- develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;
- appreciate music by nurturing the children's enjoyment and understanding through an active involvement in performing, composing, listening and appraising. Children are given opportunities to develop specific skills and concepts by engaging in a variety of musical activities in class, in extra-curricular activities and individually. In

addition, they are given the chance to perform widely and actively, both in school and in the wider community;

- appreciate the natural world through Forest School activities to help promote confidence, independence, self-esteem and resilience;
- understand the value of achieving happiness for oneself and others that both may be achieved by contributing to society and others;
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as a member of a team;
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- build resilience and mental well-being;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- develop non-sexist and non-racist attitudes;
- understand how to apply the basic principles of health, hygiene and safety.

16. The curriculum is outlined in detail in the following schemes of work:

- C01 – Design Technology
- C04 - English
- C05 - Languages
- C06 - Geography
- C08 - History
- C09 - Computing
- C11 - Mathematics
- C14 - Music
- C15 - Physical Education
- C17 - Religious Education
- C20 - Science
- C21 -Relationships & Sex Education
- P40 – Forest School Handbook & Procedures
- P44 – Life Skills

Roles and Responsibilities

17. Governing Body

The Governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The Governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and monitor academic progress targets.
- Ensure enough teaching time provided to cover the National Curriculum and statutory requirements (RE, RSHE & Life Skills)
- Proper provision is made for pupils with different abilities and needs, including children with SEN.

18. The Head Teacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from subjects, where appropriate eg RSHE.
- The governing body is advised on whole school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs.

19. Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject co-ordinators are responsible for keeping up to date with subject knowledge and monitoring teaching and learning and reviewing policies and procedures.

20. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

21. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

22. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

23. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

24. Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, termly statutory policy reviews
- Deputy Heads and subject coordinators monitor the way their subject is taught throughout the school by:
- Staff meetings, MTP scrutinies, lesson and classroom observations, and book scrutinies
- Subject co-ordinators are responsible for monitoring the way in which resources are stored and managed.
- This policy will be reviewed annually by the Deputies, Head Teacher and Academic Committee.

Pupil Performance

25. Pupils' performance is reported to parents as follows:

- Early Years – Parent's Evenings, written Summer Term Report, Early learning goals Assessment in Kindergarten;
- Pre-Preparatory Department – School Progress Report in the Autumn and Spring Term (Year 1 and Year 2), Parents' Evenings and written School Report in the Summer which includes Key Stage 1 attainment levels, reported as Age Related Expectations (ARE), Above ARE (AB) and Working Towards (WT);
- Preparatory Department – School Grade Cards in the Autumn and Spring Term, Parents' Evenings in the Autumn and Spring Terms, written School Report in the Summer Term which reports on attainment levels reported as Age Related Expectations (ARE), Above ARE (AB) and Working Towards ARE (WT).