

Curriculum Policy



Date of Last Review:	September 2022
Staff member responsible for this policy:	Miss Claire Holloway
Date shared with all staff:	September 2022
Date of next review:	September 2023

Curriculum

Introduction	3
Aims	3
Planning	4
Key Stages 1 and 2 (Lower School and Upper School)	4
Organisation and Implementation	4
The Early Years Foundation Stage	5
Children with Special Educational Needs and Disabilities	6
More Able pupils	6
Monitoring and evaluation	6
The Senior Leadership Team:	6
The Subject Leader:	6

Introduction

At St Olave's Prep School, we are committed to the development of children's social, emotional skills, children's self-esteem, their mental and physical health and well-being. The curriculum consists of all the planned activities that we organise in order to promote learning and personal growth and development. It meets the requirements of the Early Years Foundation Stage and includes the formal requirements of the National Curriculum and a range of extra-curricular activities that the school organises in order to enrich the experience of the children. The curriculum at St Olave's Prep School seeks to encourage, support and challenge all children to achieve the highest standards of which they are capable and to give them a love of learning that will endure for life. We believe happiness is the key to success. All pupils have the opportunity to learn and make progress and we prepare pupils for the opportunities, responsibilities and experiences of life in British society.

Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It is underpinned by the values that we hold at our school (Compassion, Commitment, Curiosity, Collaboration, Courage, Creativity) and the fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different beliefs and faiths.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability. St Olave's seeks to implement this policy through adherence to the procedures set out in the rest of this document. This policy should be read in conjunction with our SEND, EAL, Able, Gifted and Talented, Values Education and Assessment policies.

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following articles: 1, 2, 3, 12, 13, 14, 15, 17, 23, 28, 29, 30, 31, 42.

Aims

At St Olave's Prep School we want the curriculum:

- to demonstrate high expectations and challenge individual abilities
- to encourage and foster a love of learning in a stimulating and caring environment
- to prepare children for their future learning
- to develop the whole child's academic, pastoral and emotional well-being
- to become responsible citizens for the 21st century, playing an active role in the community
- to provide a happy, safe environment where a child feels confident to talk to staff
- to uphold a Christian ethos whilst encouraging respect for all other religions and beliefs
- to provide quality first teaching
- to provide effective home-school partnership
- to cater for individual needs

Planning

The curriculum is planned to ensure effective continuity and progression within and between the Early Years Foundation Stage and Lower and Upper School. The plans and schemes of work do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education Health Care plan (EHC).

Key Stages 1 and 2 (Lower School and Upper School)

Three levels of planning are used:

1. Long Term Planning

Each subject has a subject leader who is responsible for overseeing the long term planning. This indicates what topics are to be taught in each term. These plans are reviewed on an annual basis.

2. Medium Term Planning

Class teachers, working from policy documents and schemes of work and with the support of subject leaders, produce a plan for each topic to be taught within the term.

3. Short Term Planning

These plans outline the weekly learning opportunities for each class and include details on:

- differentiation of task
- resources used to support learning
- assessment and evaluation
- teaching methods/organisation

All planning is regarded as a working document which will show annotation and amendments reflecting the evaluation of teaching and learning outcomes.

Organisation and Implementation

The curriculum is based upon the National Curriculum and Secondary School Entrance examinations. This comprises of:

- pupils acquiring speaking, listening, literacy and numeracy skills
- English, mathematics, science, computing, PSHEE, RE, art and design technology as discrete lessons
- history and geography (humanities) - these lessons also include cross-curricular opportunities with the primary aim to develop the children's natural curiosity of the world around them and create internationally-minded students
- additional computing, music, PE, environmental studies/gardening, French, Spanish and Latin (in Year 6) lessons which are taught by specialist teachers
- appropriate differentiation as pupils are taught in mixed ability classes

Curriculum

The following skills have been deemed “key skills” in the revised National Curriculum

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

We help children develop these skills, so that their progress can be identified and monitored. All subject areas contribute to a child’s progress in these skills and this helps them develop their true potential.

It is our desire to deliver the curriculum in an integrated and creative manner. The teachers plan and consider the key skills to be covered by their year group, they also aim to incorporate the children’s ideas and lines of inquiry as they evolve through the delivery of a topic. Teaching in this integrated manner enables the children to make more connections in their learning and so take part in a more meaningful and deeper learning experience.

The Early Years Foundation Stage

The curriculum taught in the Foundation Stage meets the requirements set out in the National Curriculum. Our planning focuses on the seven areas of learning and on developing children’s skills by offering a wide variety of experiences, as set out in this document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities. Teaching in the Foundation Stage builds on each individual child’s pre-school learning experiences. The curriculum is organised into three prime areas and four specific areas.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

During the children’s first half term the skills of the children are recorded to provide a baseline assessment, which forms an important part of the future curriculum planning for each child. The Foundation Stage profile is used continuously throughout a child’s time in the EYFS to assess their progress. (Please refer to our [Early Years Foundation Stage Policy](#) for further details).

Children with Special Educational Needs and Disabilities

Our curriculum is designed to provide access and opportunity for all children who attend St Olave's. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. (Please refer to our [SEND Policy](#) for further details).

More Able pupils

In the classroom, teachers use a range of strategies designed to meet the needs of all learners, including our most able. (Please refer to our [More Able Policy](#) for further details).

Monitoring and evaluation

The Senior Leadership Team:

- has responsibility for the curriculum and delegates responsibility to members of staff
- ensures monitoring practices are in place, outcomes and evaluation are recorded with appropriate reviews for Subject Leaders
- monitors and evaluates the effectiveness of the curriculum in meeting the needs of all pupils
- feedback and report the outcomes of monitoring and future action and developments to the Board of Trustees

The Subject Leader:

- coordinates the work of teachers to ensure that the curriculum has progression and appropriate breadth and meets the needs of all pupils
- provides a strategic lead and direction for the subject
- supports and offers advice to colleagues on issues related to the subject
- monitors pupil progress in that subject area
- provides efficient resource management for the subject
- is responsible for keeping up to date with developments in their subject, at both local and national levels
- ensures full coverage of the National Curriculum and Secondary School transfer examination syllabi and that progression is planned into schemes of work
- feedback and reports to colleagues and Senior Leadership Team the outcomes of monitoring and future action and developments