



St Hilary's Prep School Policy

Curriculum, Teaching and Learning

This policy applies equally to the EYFS, Pre-Prep and Prep as taught at St Hilary's School

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. All pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum includes not only the formal requirements of academic subjects, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Aims

- To provide an outstanding all round education.
- To ensure pupils acquire speaking, listening, literacy and numeracy skills.
- To equip pupils with the qualities and skills required beyond the school.
- To recognise and utilise all our pupils' talents and help them to strive for their full potential.
- To develop in our pupils a real thirst for learning.
- To transmit strong, traditional, moral values based on our school's Family ethos.
- To provide a warm, safe and caring environment that enables all children to thrive.
- To provide all pupils with the opportunity to learn and make progress.

We do this by:

- Providing a broad and balanced curriculum with strong subject specialist teaching.
- Building in opportunities for independent learning, creativity, problem-solving and use of technology.
- Varying and enhancing our curriculum with extra-curricular activities, specialist subject days, visiting speakers, outside visits including residential trips, house events and challenges.
- Delivering a well-developed PSHE programme, encouraging staff and older pupils to be role models, providing a buddy system between Years 1 and 5 and Years 2 and 4 and a paired reading scheme between Years 3 and 6. The personal, social, citizenship, health and economic education provided reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).
- Providing a carefully structured RSE programme, which is overseen by the Deputy Head, Head of Pastoral Care. All pupils participate in these lessons and a statement regarding RSE is posted on the School's website. Parents are consulted and further consultation will take place if this statement is reviewed and changes made as a result. The School respects parents' rights to request their son / daughter is excused from the parts relating to sex education, and the pupil will not attend these lessons until the request is withdrawn. The Teacher delivering RSE will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

- Determining and planning for the ages, aptitudes and needs of all pupils, including English as an Additional Language (EAL), Special Education Needs and / or Disability (SEND), More Able, Gifted, Talented and Passionate (MGTP) and those with an EHC Plan (EHCP).

Objectives

The objectives of our school curriculum are:

- To teach the curriculum in the general context of the National Curriculum with variation and enhancement in both syllabus content and subjects offered where appropriate.
- To deliver the curriculum through a variety of teaching approaches that suits the needs of different pupils.
- To match tasks to the individual needs of pupils, setting appropriate and challenging targets.
- To enable all pupils to learn and develop their skills to the best of their ability including pupils with a SEND Support Plan (SSP), Disabilities, EHC Plans, EAL, or MGTP.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To develop in all pupils, appropriate skills in Speaking, Listening, Literacy and Numeracy.
- To enable children to be creative and to develop their own thinking and thus encourage the development of independent learning.
- To help pupils understand Britain's cultural heritage, the fundamental British Values of Democracy, respect of those with different faiths and beliefs and to enable children to be positive citizens in society.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To prepare pupils for the opportunities, responsibilities and experiences of life in British society. Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children.
- To develop the values, skills and behaviours they need in life. All pupils receive a rich provision of classroom and the opportunity to participate in a wide range of extra-curricular activities that develop a range of character attributes, such as resilience and true grit which underpin success in education and employment (Careers Guidance and Inspiration in Schools, March 2015).

Expectations of Teaching and Learning

At St Hilary's school we expect **teachers**:

- To be a positive role model.
- To ensure that learning is progressive and continuous.
- To provide a challenging and stimulating programme of study to all children in their care.
- To uphold professional standards, including being punctual, well prepared and organised.
- To manage change and the development of their own professional expertise.
- To maintain an up to date knowledge of the National Curriculum and current teaching initiatives.
- To demonstrate good knowledge and understanding of the subject matter being taught.
- To work collaboratively and share expertise.
- To provide well planned lessons and effective teaching methods, activities and management of class time.
- To show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons. The individual needs of each child are met, with support where appropriate.
- Use information from assessments to plan teaching so that pupils can progress.
- To enable pupils to acquire new knowledge and make good progress according to their ability so that they can increase their understanding and develop their skills in the subjects taught.
- To promote the fundamental British Values and show respect to those with different faiths and beliefs.
- To not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

High Quality Teaching

When the quality of teaching is good, the following will be observed:

- Well informed, planned and organised lessons.
- Good knowledge of the subject being taught.
- High expectations of work and behaviour.
- Effective strategies are used for managing behaviour and encouraging pupils to act responsibly.
- Differentiated activities, where appropriate, with resources that match children's needs.
- Good positive relationships between the teacher and children.
- Tasks which are challenging and give opportunities for further development.
- Appropriate questioning skills to motivate and inspire children.
- Good time management leading to well-paced lessons.
- Other adult support being appropriately deployed.
- Evidence of evaluation and assessment.
- Resources, such as ICT, are utilised effectively and are of a good quality, quantity and range.
- Teaching that fosters in pupils, self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

High Quality Learning

When the quality of learning is good, the following will be observed:

- Children on task, knowing the time available to complete it.
- Children who are able to explain the purpose of their task.
- Children involved in the decision-making and learning process.
- Children aware of personal learning targets and what they have to do to achieve them.
- Children displaying positive attitudes e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application.
- Quality outcomes in the work produced.
- Evaluations and positive feedback.
- A safe, stimulating and comfortable work environment.
- Acknowledgement of different approaches, including trial and error and learning from each other.
- Pupils developing their self-knowledge, self-esteem and self-confidence.
- Pupils accepting responsibility for their behaviour, showing initiative and understanding how they can contribute positively.
- Pupils are self-motivated and apply intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

Organisation and planning

All appendices

We plan our curriculum in three phases. We agree a long-term plan for each subject (see **Appendix 1**); this indicates what topics are to be taught in each term of a particular year group. We review our long-term plan on an annual basis.

Our Schemes of Work (see **Appendix 2**) give clear guidance on the teaching objectives to be used when teaching each topic. Responsibility for the Schemes of Work lies with the Heads of Department, who work closely with class teachers to ensure that medium term plans are effective.

Our planning takes into account the aptitudes and needs of all pupils, including those with an EHC Plan. Medium term plans (see **Appendix 3**) break down into weekly blocks the objectives outlined in the Scheme of Work. In Prep, medium term plans are more detailed and are used as a basis for teaching and may replace written weekly plans. We use these to set out the learning objectives for each session, specify differentiation for specific children or groups of children and to identify what resources and activities we are going to use in the lesson. In Pre-Prep, medium term plans are produced for each subject and then short-term plans are

those that our teachers write on a weekly or daily basis. In Prep, weekly plans are produced for English and Mathematics (see **Appendix 4**).

In the EYFS, and in Pre-Prep, the class teacher is responsible for all areas of planning apart from when the class is taught by a specialist teacher. Specialist teachers and class teachers liaise to ensure cross curricular teaching where relevant.

The EYFS

The EYFS is organised into seven areas of learning and development, with three of these being Prime Areas of Learning and four Specific Areas of Learning. These are:

Prime Areas

Personal, social and emotional development

Communication and Language

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

EYFS staff plan specific, differentiated literacy and mathematics activities each week and these are linked to a medium term topic plan, as much as possible. The programme of activities provided is appropriate to the pupils' educational needs in relation to personal, social, emotional and physical development, and communication and language skills. Planning in other areas reflects the current topic and these may be cross-curricular, reflecting the child's own interests and fascinations, or adult-directed or adult-led activities. EYFS planning also gives opportunities for the children to develop and explore the Characteristics of Effective Learning, which are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Differentiation

The curriculum allows for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to pupils' ability, providing appropriate in-class support for individuals or groups and balancing challenges with the likelihood of success for each pupil across the ability range. It implies a need for variation in teaching approaches and classroom organisation. Where a subject has pupils performing below their chronological age, activities appropriate to their educational needs will be set. This should always be indicated in medium term or short term planning. English and Mathematics weekly planning includes learning adjustments which provide detail on specific learning needs, where applicable. These educational needs may be in relation to personal, social, emotional and physical development and communication and language skills.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. All pupils have the opportunity to learn and make progress. If adaptations are necessary, parents will be involved in the support process for their child in order to ensure their understanding and the reasoning behind any changes. For example, pupils who experience difficulties with spelling may have the class spelling programme adjusted or be taken off the school spelling programme and set bespoke spellings, after consultation with their parents. If a parent disagrees with this action, then it does not take place and the pupil's support lessons will be adapted to give further support with spelling.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice (2014) in providing for children with special needs. If a child displays signs of having special needs, differentiation and support will be provided. In most instances, the class teacher will be able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Daily interventions including 5 Minute Boxes for Literacy and Numeracy in Pre-Prep, Toe by Toe, Plus 1, Power of 2 and Precision learning sheets to help with reading and spelling High Frequency Words are introduced and completed each morning in class. Any concerns will be discussed with the Lead SENCO.

The Lead SENCO will conduct a short assessment, if required, to assess the difficulty. Where required, one to one support lessons are offered and the pupil's parents will be informed. If the difficulties continue after the interventions and extra support lessons have been put in place, an external assessment may be suggested by the Lead SENCO, in conjunction with the Headteacher and a meeting will be arranged with the pupil's parents to discuss the course of action and the possibility of an assessment with either an Educational Psychologist, Speech and Language Therapist or Occupational Therapist, dependent on the nature of the difficulty. Other specialist external agencies may be involved as necessary. If a child's learning needs are more complex and the appropriate interventions, support and assessments have been implemented, an application for an Education, Health and Care Plan (EHCP) assessment is considered following discussions and permission obtained from the pupil's parents. If agreed, the assessment is applied for to the Local Education Authority and the assessment carried out. If successful an EHCP will be issued by the Education Authority and is reviewed annually. We always provide additional resources and support for children with special educational needs.

The school provides an SEND Support Plan (SSP) for each of the children who are on the Learning Support register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. SSP's are discussed and reviewed termly with parents and the targets for the next term set.

Please see **SEN Policy and EAL Policy**

The More-Able, Gifted, Talented and Passionate Pupil

Our school policy is to identify those children that have outstanding abilities. Opportunities are given for children to develop their skills or talents across the curriculum. In addition, there is a Register of More Able, Gifted, Talented and Passionate Pupils which contains profiles of pupils considered to be More-Able, Gifted, Talented and / or Passionate in particular areas.

These profiles are reviewed on a termly basis.

Please see the More-Able, Gifted, Talented and Passionate Pupil Policy.

Displays

Displays are an important part of a well-organised classroom. The school has:

- Adequate space for both 2D and 3D displays.
- A variety of work on display, reflecting the different curriculum areas.
- Displays that are up-to-date and relevant to the work in hand.
- Displays that are self-explanatory and informative, with clear, well-written labels.
- Lively, interactive and attractive displays with coordinated backing paper and fabrics.
- Displays that reflect the diversity of pupils' backgrounds in the school.

Children will understand the importance of display and value displays within the school. All children will have the opportunity to have their work displayed over time.

The Role of the Head of Department (see Appendix 5)

The role of the Head of Department is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor planning, teaching and pupil progress in that subject area (see **Appendix 6**).
- Provide efficient resource management for the subject.
- Keep a relevant and up to date Subject File on the school system.

Heads of Department regularly meet with colleagues and carry out lesson observations to share good practice. It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews schemes of work for their subject, ensures that there is full coverage of the agreed curriculum and that differentiation and progression is incorporated into teachers' planning. Heads of Department liaise with EYFS staff, in order to have an overview of the curriculum.

Monitoring and review

The SLT work with the Heads of Department to monitor and raise standards in teaching and learning across the school.

SLT members conduct regular observations, both as part of the appraisal process and as a way of giving timely professional feedback to staff in the school. This is combined with targeted planning and work scrutinies focusing on different subjects, Key Stages or a particular aspect of learning in the school.

The Headteacher, in conjunction with the CPD co-ordinator, books relevant INSET and courses for staff in order to improve their subject knowledge and provide new ideas for delivery of particular aspects of the curriculum.

Pupil performance assessment processes are documented in the **Marking, Assessment and Reporting Policy**.

All appendices can be located in L:\Head of Department Folders\Curriculum, Teaching and Learning\Pro-formas

Reviewed: June 2019, June 2020, June 2021, June 2022, July 2023, June 2024

Next review date: June 2025

Person(s) responsible: Mrs Jane Whittingham