



## St Bernard's Preparatory School

### Teaching and Learning Curriculum Policy

Authorised by:	The Board of Governors of St Bernard's Preparatory School
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Signature:	<i>RM Nockles</i>
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## **Mission Statement**

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

**St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.**

## **Introduction**

St Bernard's Prep is committed to securing the highest quality of learning for all pupils from EYFS through to Year 6.

The curriculum firmly underpins the Mission Statement from which an ethos is created, supporting the spiritual development of our whole school community. We aim to provide opportunities for academic achievement and spiritual, social, moral, cultural, physical and creative development.

As a Catholic School, St. Bernard's Preparatory School, assists our children on their respective faith journeys. We share with all our children the Catholic vision of life through the 'Come and See' Religious Education programme. The teaching of RE supports and strengthens the school's ethos and the partnership between family, parish and school.

All students have an equal right and opportunity to participate in the full curriculum.

## **Policy Statement**

The curriculum and ethos of the school seek to develop pupils' knowledge and understanding and to promote intellectual curiosity, analytical skills, independent thinking and decision-making. This encourages an enthusiasm for learning and creativity. It includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities the school organises, in order to enrich the children's experiences. It also includes the 'hidden curriculum', where children learn from the way they are treated and expected to behave.

The school provides an academically challenging environment, which is vibrant, happy, creative and stimulating. Our teachers have high expectations, but equally foster a nurturing environment in order to promote children's academic growth and provide the support they need to make excellent progress in their studies.

The school actively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Aims of the Policy**

The aims of the curriculum at St. Bernard's Preparatory School are to enable children to:-

- Encourage and help children to develop lively enquiring minds, the ability to question and argue rationally, applying themselves to tasks and a wide variety of physical skills
- develop a willingness to apply themselves and an aptitude for problem-solving
- help pupils to communicate effectively

- develop pupils' knowledge of the Catholic faith and respect for the values of other faiths and ways of life
- develop sound literacy and numeracy skills and competence in the use of ICT computing
- develop creativity, critical awareness, empathy and sensitivity
- recognise their own and other's achievements and aspirations
- develop self-esteem, self-worth and the confidence to make mistakes; challenging and pushing themselves to be the best they can
- develop skills and ability to work independently and collaboratively
- develop personal, moral and spiritual values and tolerance of others; valuing each individual whilst learning to live together in an atmosphere of mutual respect
- develop an awareness of their place in society as informed, confident and responsible citizens with opportunities for service to each other and the community
- inspire pupils to have a commitment to learning, whilst promoting high academic standards.

### **Main Principles**

All pupils, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide.

This means that we strive to ensure that:-

- the curriculum has breadth, balance, relevance, differentiation, progression, continuity and coherence
- the curriculum should promote knowledge and understanding of intellectual, physical, and interpersonal skills
- the curriculum upholds the fundamental British values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Preparing the children effectively for life in British society
- there is equality of access for all pupils to academic experiences.
- we provide appropriate opportunities for all pupils including those with SEND; catering for their individual needs.
- we provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges. This is underpinned by the expectation of all staff to teach to the top, as a 'rising tide raises all ships.'
- all parents are provided with curriculum information relevant to their child.
- the curriculum is planned and subject to continuous evaluation and review.

We have a responsibility to adapt our teaching to ensure all pupils are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure children who are experiencing difficulty in any way, are identified early and given the necessary support, encouragement, guidance, as well as different teaching styles and differentiated tasks.



## **Expectations of Members of Staff**

Members of staff are expected to actively promote the curriculum aims by:

- having high expectations of children
- employing a variety of learning and teaching methods
- ensuring children are enabled to access the curriculum and given opportunities to be successful
- delivering lessons which build upon previous experience, providing continuity and progression
- providing learning opportunities which offer depth, challenge, motivation and inspiring our children
- involving children in the process of learning; discussing work, giving regular formative feedback through discussion, assessment and marking and encouraging children to evaluate their personal achievements
- developing children's skills to become independent learners.
- encouraging, rewarding and valuing achievement and effort, both formally and informally
- keeping parents/carers regularly and fully informed (formally and informally) about the progress and achievements of their children through reports and parents evenings. As well as via e-mail, telephone and informal meetings.

## **The Role of Subject Leader:**

- annual evaluation of the subject – identify subject priorities for future development reporting to the Senior Leadership Team (SLT).
- reviewing planning: meeting NC Programmes of Study where applicable
- learning scrutiny judged through book scrutinies: consider standards across all abilities and ages (with colleagues)
- Resourcing:
  - Ensure resources are appropriate and accessible
  - Identify shortfalls in resources: gaps in provision, ensuring resources in school are used
  - Evaluate value for money when resources are purchased and deployed.
- Informal monitoring throughout the year – displays, use of resources, photographs, pupil interviews and feedback.
- Lesson observations
- Review and update Scheme of Work for the subject, if necessary
- Arrange school-based training, or team teaching, if needed
- Opportunities to attend conferences and courses, if appropriate
- Dissemination from courses/action research/newsletters, where appropriate
- Provide articles for the school newsletter
- Commit to personal professional development for their the area of responsibility
- Curriculum leader establishes links with Leadership Team annually to discuss provision
- Curriculum leader prepares action plan report for Headmaster/LT annually.

## Curriculum Structure

8.00 AM	'Early Birds' go outside. Duty rota for supervision.		
8.15	Early Years children to their department.		
8.25	AM Registration		
	Homework check, prayer and general organisation		
8.30-9.30	Lesson 1		
9.30-10.30	Lesson 2		
10.30	Break		
10.45	Lesson 3	10.45-11.45	Lower and Upper School
11.45	Lesson 4	11.45-12.15	Lower School
		11.45-12.45	Upper School
12.15pm	Lunch for Lower School followed by outdoor play		
12.45	Lunch for Upper School		
1.15	Outdoor play for Upper School (Trans, Upper Trans and Remove)		
1.25	Lower School PM Registration		
1.30-2.30	Lesson 5 – Lower School		
1.45	Upper School PM registration		
1.45-2.45	Lesson 5 Upper School		
2.30-3.30	Lesson 6 Lower School		
2.45-3.30	Lesson 6 Upper School		
3.30	School ends for EYD and Prep - dismissed from classroom.		
	School ends for U Prep - dismissed from front entrance.		
3.30	School ends for Lower Trans and Trans.		
	Lower Trans dismissed from side exit (front of school).		
	Trans dismissed from class fire door.		
3.30	Upper Trans dismissed from back playground doors.		
	Remove dismissed from class fire door (front of school).		

The timetable is constantly under review and is subject to changes in staff and in staff responsibility.

Our intentions are to ensure that every pupil has access to all areas of the timetable.

\*During periods when there is a national or local lockdown, the school will have staggered drop-off and pick-up times in accordance with DfE statutory guidance.

Our pupils follow a curriculum comprising:-

- |                       |                         |
|-----------------------|-------------------------|
| - Religious Education | - Art/Design Technology |
| - English             | - French                |
| - Mathematics         | - History               |
| - Science             | - Geography             |
| - Computing           | - Music                 |
| - PSHCE               | - PE/Games              |

At St Bernard's Prep we teach children in mixed ability classes. It is the responsibility of the class teacher to plan learning to meet the needs of all children. This will involve adapting tasks, resources, providing extension and/or challenge, whilst using a variety of teaching and learning styles, target setting and providing different levels of support – in essence differentiating.

### **The Early Years Foundation Stage (EYFS)**

EYFS covers the development of children between the ages of 2 1/2 and five years which is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook* (Standards and Testing Agency, 2020). The EYFS curriculum is organised into seven areas of learning; three prime areas and four specific areas:

- Three Prime Areas
  - Communication and Language
  - Physical Development
  - Personal, Social and Emotional Development
- Four Specific Areas
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts

Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative workshops, ICT, numeracy activities, drawing, writing and cutting areas and reading

and role-play areas. We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning.

Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

### **Children with SEND**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Where necessary we adapt the curriculum to meet the needs of individual children, but only after the parents of the child have been consulted.

If a child has an SEND need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with SEND. If a child displays signs of having SEND, his/her teacher liaises with the SENDCo and makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, to help meet the child's needs. Where the needs are more severe, additional support is provided; involving the appropriate external agencies at Foundation Stage and both Key Stages. Additionally, we have a Special Needs Support Assistant, who gives 1-1 support to children as necessary.

The school provides Pupil Passports and provision maps for each of the children on the special needs register. This sets out the nature of the special need, outlining how the school will aim to address the need. It also sets out targets for improvement, so we can review and monitor the progress of each child at regular intervals.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and beliefs are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character, so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and Religious Education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure the pupils appreciate racial and cultural diversity;
- Ensure pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, personal relationships and personal safety.
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provide pupils with a broad general knowledge of public institutions and services in England;
- Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way which promotes tolerance and harmony between different cultural traditions.



- Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Precludes the promotion of partisan political views in the teaching of any subject in the school;

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils-

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views.

### **Personal, social, health and citizenship education (PSHCE)**

Our PSHCE programme reflects the school's aims and ethos and encourages mutual tolerance and respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The School is committed to providing a comprehensive programme of PSHCE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Headmaster. Each child's PSHCE informs all aspects of the school day. We have a cross-curricular approach to PSHCE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. We ensure all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and extra-curricular programme, and their participation. We plan our personal, social and health education and citizenship through, lessons, Assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life.

St. Bernard's Preparatory School seeks to:

- develop an ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- ensure that food and drink available, across the school day, reinforces the healthy lifestyle message;
- provide high quality Physical Education and sport to promote physical activity;
- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We want our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Within PSHCE lessons, the school provides Relationships and Sex Education (RSE) through the Journey in Love programme, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life, stable and loving relationships, respect, love and care. A full statement of the school's Relationship and Sex Education policy is available to parents. It has regard for the government's regulations in Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from September 2020.

Political education is presented in a balanced manner with pupils being encouraged to show mutual respect and tolerance for other people, whatever their beliefs.

Citizenship lessons within the PSHCE programme and Religious Education encourage pupils to:

- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England and
- have respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- prepare children for the opportunities, responsibilities and experiences of life in British Society.

### **P.E. and Games**

All children are expected to take part in the school's Physical Education and Games programme. Children can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. Through P.E. and Games the children are able to develop their understanding of the importance of the following qualities:

- teamwork / co-operation
- resilience
- communication
- commitment
- relationships
- fair-play
- respecting rules
- being a good ambassador for the school

### **Enrichment and Extra-Curricular Activities**

The school has an extensive and ever evolving programme of activities that take place outside the formal curriculum and children are expected to take advantage of the programme. This alongside provision in the classroom develops a range of character attributes, such as resilience and grit, which underpins success in education. The enrichment programme provides the opportunity to hold workshops within the school and opportunities to visit museums, exhibitions, theatres, as well as a residential trip in Year 6. Pupils from Year 4 to Year 6 are also able to access enrichment clubs including: Chess, gardening, cookery, Scrabble, sketching and podcasting.

### **The Learning Environment**

We believe a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture promote self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful language enriched and interactive displays all help to provide the optimal learning environment.

### **Creativity in the Curriculum**

Although we teach to the National Curriculum we also plan and implement a termly theme/topic across all year groups. The class novel is often central to the agreed theme / topic.

Teachers research, plan and organise activities and experiences, such as red letter days, which enrich the children's learning making it relevant and meaningful to the children. Visits, appropriate to, and linked to the theme, are incorporated into our planning. Opportunities for visits from drama groups and external agencies can be planned as appropriate. Children are encouraged to demonstrate their learning in a variety of ways.

### **Schemes of Work including and Lesson planning**

The curriculum is planned in three phases:

- First are the schemes of work which are the long-term plans. These outline the key knowledge, skills and assessment objectives year on year in each subject. The aim of the schemes of work is to ensure continuity of teaching and progression in learning. They indicate the content to be taught for each year group and this is broken into units.
- The medium-term plans are termly or half termly plans and give clear guidance on the objectives and teaching strategies for each unit of work.
- The short-term plans are those that the teachers may write on a weekly or daily basis. These set out the learning objectives for each session and identify what resources and activities are going to be used in the lesson.
- Assessment strategies are built in and all staff follow an agreed feedback and marking policy.

### **Homework**

We recognise the importance and value of homework as an extension and consolidation of classwork. We have a separate Homework Policy and parents receive a homework timetable.

### **Monitoring, review and evaluation**

The curriculum is monitored by the Leadership Team and subject co-ordinators, who liaise with and inform other members of staff.

### **Early Years Foundation Stage**

The curriculum for the Early Years Foundation Stage is detailed in the Early Years Policies.

### **Legal Status:**

Regulatory Requirements, Part 1, Paragraph 2 (2)(a) to (j) of the Education (Independent School Standards) (England) (Amendment) Regulations

### **Related Policies:**

Assessment, Recording and Reporting, SEND, EAL, Marking, More Able and Talented, Subject Specific, EYFS, Single Equalities



**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The educational journey at the School is organised into:

- The Early Years Foundation Stage (EYFS);
- Key Stage 1 and 2

The school encourages its children to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at the School extend beyond the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences. The children benefit from opportunities to exercise initiative, develop team-working skills and participate in visits beyond the classroom. The curriculum not only supports children's academic progress, but also fosters in them awareness and understanding of a range of spiritual, moral, cultural and social issues. In this way, it promotes their development into compassionate, empathetic and confident individuals.

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. Above all, we believe in making learning fun. The Preparatory School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

**Linguistic** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading (including a phonic screening check in year one) and writing.

**Mathematical** This area helps pupils to 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. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technological** These skills can include: computing, developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

**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. History and Geography make a strong contribution to this area, as well as PSHCE.

**Physical** This area aims to develop the children's physical control and co-ordination, as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance.



Children should also acquire knowledge and understanding of the basic principles of fitness and health.

***Aesthetic and creative*** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects in all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical responses.

