



ST BERNARD'S PREPARATORY SCHOOL

**TEACHING AND LEARNING:
CURRICULUM POLICY**

PENTECOST 2017

St. Bernard's Preparatory School

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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.

The Bernardine Cistercians, believing that Christ is the answer to all human needs and the foundation of all truth, cooperate in the apostolic mission of the Church by their whole monastic life, with its educational work. Their schools endeavour to proclaim Christ through monastic values of prayer, work, community living and unselfish service.

Introduction

Our aim is to fulfil the potential of each child entrusted to our care.

The curriculum firmly underpins the Mission Statement from which an ethos is created which supports 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 'Here I Am' programme of Religious Education. The teaching of RE supports and strengthens the ethos of school and the partnership between family, parish and school.

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

This policy should be read in conjunction with the St. Bernard's Preparatory School Prospectus.

Policy Statement

St. Bernard's Preparatory School's curriculum has planned activities that we organise in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity and creativity. Our curriculum has planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, 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.

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 pupils' academic growth and to provide the support they need in order to make excellent progress in their studies.

The educational journey at the School is organised into:

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

The school encourages its pupils 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. Pupils benefit from opportunities to exercise initiative, develop team-working skills and participate in visits beyond the classroom. The curriculum not only supports pupils' 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 information and communication technology (ICT); 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. In most schools, the subjects of History and Geography make a strong contribution to this area. In our school our topic based PSHE alongside our knowledge and understanding of the world makes a strong contribution to this area.

Physical This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils 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 of 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

Aims of the Policy

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

- develop lively, imaginative and enquiring minds with the ability to question, solve problems and argue rationally.
- develop a willingness to apply themselves and an aptitude for learning.
- acquire knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change.
- develop sound literacy and numeracy skills and competence in the use of Information Technology.
- develop creativity, critical awareness, empathy and sensitivity.
- recognise their own and other's achievements and aspirations
- develop self-esteem, self-worth and self-confidence.
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- develop skills and ability to work independently and as a member of a group or team.
- develop personal, moral and spiritual values and tolerance of others, to value each individual and learn 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.

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 and continuity and coherence.
- the curriculum should promote knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values and attitudes.
- there is equality of access for all pupils to academic experiences.
- school must provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges.
- all parents are provided with curriculum information relevant to their child.
- the curriculum is subject to planned evaluation and review.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure that children who are experiencing difficulty or becoming demotivated are identified early and given necessary support, encouragement, guidance and, if necessary, different teaching styles and differentiated tasks.

The Early Years Foundation Stage (EYFS)

EYFS covers the development of children between the ages of three 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, 2012). 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

Time allocation

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.

St. Bernard’s Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The time allocation for ICT is incorporated into the planning for other areas of the curriculum, alongside the planning of distinct ICT lessons.

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 belief systems 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 that the pupils appreciate racial and cultural diversity;
- ensure that 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 that 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, Economic Education (PSHE) and Citizenship

The School is committed to providing a comprehensive programme of PSHE 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 PSHE and Citizenship education informs all aspects of the school day. We have a cross-curricular approach to PSHE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. Our structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help children achieve more' by ensuring that 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 in these opportunities. We plan our personal, social and health education and citizenship through, tutorials, 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;

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- 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.

Subjects offered

A different range of subjects are offered, depending on children's progress through the school. These are detailed in individual policies. In Key Stage 1 and 2 the following subjects are offered:

Religious Education (RE), English, Mathematics, Science, Information Communication Technology (ICT), Modern Foreign Languages (MFL) of French, History, Geography, (sometimes referred to as Humanities), Physical Education (PE), Art and Design, Design and Technology (DT) and Music and Drama.

The Role of Subject and Phase Co-ordinator / Leader:

- Annual evaluation of the subject – identify subject priorities for future development report to the Senior Leadership Team (SLT).
- Reviewing Planning: meeting NC Programmes of Study where applicable
- Learning scrutiny: consider standards across all abilities and ages (with colleagues)
- Resourcing:
 - Ensure resources are appropriate/suitable stored/labelled etc.
 - 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 during the year – displays, use of resources, photographs, pupils 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
- Attendance at local conferences and courses, if appropriate
- Dissemination from courses/action research/newsletters, where appropriate
- Provide articles for the school newsletter
- Commit to personal professional development in the area of responsibility
- Curriculum Leader establishes links with Leadership Team annually to discuss provision
- Curriculum Leader prepares short impact report for Headmaster/LT annually.

Expectations of Staff

Staff are expected to actively promote the curriculum aims by:-

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils 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 and challenge and motivate and inspire children.
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupil's skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

Curriculum Structure

8.00 AM	'Early Birds' go to the Gallery. Duty rota for supervision.	
8.15	Early Years 1 to their department. Early Years 2 to the Gallery. Rest of school to Dining Room.	
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 School 11.45 - 12.15 Upper School
11.45	Lesson 4 (Upper School) (11.45 a.m. Lower School)	
12.15 PM	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	
2.30-3.15	Lesson 6 Lower School	
2.45-3.30	Lesson 6 Upper School	
3.15	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. Upper Trans dismissed from back playground doors. Remove dismissed from class fire door (front of school).	

Our pupils follow a common curriculum comprising:-

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

Children are taught in mixed ability groups. In all mixed ability classes there are children with different learning styles and ability to be able to work independently and as part of a team. 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; using a variety of learning styles; target setting; providing different levels of support – in essence differentiating.

Children with Special Needs

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

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 SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's needs are more severe, we will if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies at Foundation Stage and Key Stage 1. Additionally, we have a Special Needs Support Teacher who gives 1-1 support to children as necessary.

The school provides Pupil Passports and provision maps for each of the children who are on the special needs 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.

The Learning Environment

We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive 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 agreed in discussion and negotiation with the staff. Opportunities are created and planned to enable staff to teach across the curriculum through the themed approach. The class novel is often central to the agreed theme / topic.

Teachers research, plan and organise activities and experiences, 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 are planned as appropriate. Children are encouraged to demonstrate their learning in a variety of ways.

Schemes of Work inclusive of Programmes of Study 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 they 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

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Policies:

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

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

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.

Signed by:

Headmaster_____

Date_____

Chair of Governors_____

Date_____

Adopted: Pentecost 2017

Review date: Pentecost 2018