



The Ryleys

Girls & Boys Preparatory School

Curriculum Policy

Overall Aims:

The Ryleys School curriculum is designed to meet the school's main objectives which is to provide an excellent education and opportunities for all. The school provides full-time supervised education for pupils from the age of 1-11 years. The curriculum is designed to allow scope for the development of the pupils' talents and interests at all stages and to provide a variety of learning experiences that are broad, balanced, challenging and enriching.

The school is committed to provide opportunities for all pupils including those with special educational needs (including those with an EHC plan) and for those whose second language is English. The school encourages pupils to respect the fundamental British values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is taught mainly through Beliefs and Values, but is valued throughout all aspects of school life. As in line with the Equality Act 2010, pupils are not discriminated against on the basis of protected characteristics. The curriculum is planned to be appropriate to the ages and needs of the pupils. It aims to prepare pupils for the opportunities, responsibilities and experiences of life in British society.

We aim to make learning enjoyable and durable across and beyond the curriculum. All teachers will be able to demonstrate in-depth knowledge and understanding of the subject matter being taught.

The taught curriculum is developed in relation to the Early Years Foundation Stage, the National Curriculum and the demands of the 11+ entrance examinations for senior schools. We ensure that the range of learning opportunities challenge, stimulate and promote thinking and learning.

The curriculum is planned effectively, promoting continuity and progression. The school is committed to provide opportunities for all pupils including those with special educational needs and for those whose second language is English. The curriculum is planned to be appropriate to the ages and needs of the pupils.

In all areas, there are schemes of work which serve to achieve the school's objectives.

1. Linguistic

The school strives to develop pupils' communication skills and increase the command of language through listening, spelling, reading, writing and speaking. Reference English scheme of work. Reference MFL schemes of work.

2. Mathematics

The school strives to develop skills of calculation, understanding of concepts and the ability to think logically and express themselves clearly. Reference maths scheme of work.

3. Scientific

The school strives to increase pupils' knowledge and understanding of nature, materials, forces and in doing so, develop the skills associated with science – observing, forming hypothesis, conducting experiments and recording findings. Reference science scheme of work.

4. Technological

The school strives to develop skills associated with the use of information and communication technology. Reference computing scheme of work. The school provides opportunities to work with tools, equipment, material to build products of their own design. Reference design and technology scheme of work.

5. Human and Social

The schemes of work in history and geography ensure pupils are made aware of their environment and how human action has influenced events and conditions.

6. Physical

The school endeavours to develop pupils' physical control and co-ordination, develop tactical skills in a variety of games and acquire a knowledge of the basic principles of fitness and health. Reference P.E. scheme of work and P.S.H.E.E. scheme of work.

7. Aesthetic and Creative

The school provides a range of activities enabling pupils to make personal, imaginative and practical responses. Reference schemes of work for art and design, music, drama and dance.

8. Personal, Social, Health and Economic Education and SMSC

The programme reflects the school's aims and ethos and gives the pupils experience in spiritual, moral, social and cultural education appropriate to the age and abilities of the pupils. Both of these programmes are taught through the subject area named 'Beliefs and Values'. (reference separate policy)

9. Safeguarding

Children are taught about safeguarding, both online and in day to day life, in Year 6. Internet safety is covered in Computing and PSHEE while safeguarding is taught in PSHEE.

Through these schemes of work pupils acquire speaking, listening, literacy and numeracy skills.

The curriculum is enhanced by a full range of extra-curricular activities ranging from golf to theatre visits, chess club to guest speakers. A current list is available on the school's web site and calendar.

To achieve the school's aim, in the Prep, the curriculum is presented by specialist teaching in small classes - the average size of the class is 17. Additional support is organised by the SENCO – reference Special Needs Policy. Subject matter is always appropriate for the ages and aptitude. Pupils in the Pre-Prep are taught by form teachers, with specialist teachers in French, PE and music. In Year 1 and 2, pupils also benefit from specialist teachers in art, computing and science. For children who have a statement or require an EHC plan, then the school will work together with external agencies to ensure the plan is reviewed annually. All pupils have the opportunity to learn and make progress.

The school has a role in preparing its pupils for their secondary education. In preparation for the examinations for local grammar schools, in Years 5 and 6 the curriculum includes verbal reasoning.

There are adequate opportunities for pupils to experience responsibilities of adult life. They are given roles, such as librarians, prefects, monitors and take part in organising events for the school council.

Through the provision of rich and varied activities outlined in the curriculum policy, we aim to:

- Encourage the best possible progress and highest attainment
- Enable pupils to make connections across different areas of learning
- Give our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Allow our pupils to acquire skills in speaking and listening, literacy and numeracy
- Help pupils to think creatively and solve problems
- Develop pupils' capacity to learn and work independently and collaboratively
- Enable pupils to respond positively to opportunities, challenges and responsibilities
- Enable pupils to acquire a broad range of knowledge, skills, attitudes and understanding
- Allow all pupils to have the opportunity to learn and make progress, according to their ability
- Recognise the role of parents in their child's education
- Make full use of classroom, library and IT resources

The Principles of Developing the Curriculum

- **Breadth:** a range of experiences across all areas of study, extending more than the intellect alone
- **Balance:** The nature of activities and curriculum content should be balanced over a period of time, not necessarily over a week or half a term. Concentration on thematic work, special events, visits or lengthy project work may change the balance temporarily but it will need to be redressed over the year as whole. Balance is also about the quality of teaching a subject which should be of a consistently high standard regardless of the amount of time allocated to it.
- **Depth:** There must be opportunities for extended and sustained work. Cross curricular links are encouraged.
- **Relevance:** The curriculum should start with children's experiences, building on previous knowledge and understanding.
- **Continuity:** The curriculum must be planned within the context of previous experience and future expectations, paying due regard to the whole school context.
- **Progression:** Each child should progress at an acceptable level and pace.
- **Differentiation:** within a teacher's short term planning, work should be matched to the abilities of groups, and where possible, individual needs (see Differentiation Policy/SEN/Inclusion). All pupils of all abilities and needs have the opportunity to learn and make progress.

Planning and Organisation

At each step of planning the key considerations will include:

- What do we want the children to learn?
- What are the expected outcomes?
- What experiences have the children had previously?
- What experiences will they be offered?
- How will they be offered?
- What is the timescale?
- What resources will be needed?
- How will the learning be assessed?

There are three elements to our planning process:

Long Term Planning (Programmes of Study/Handbooks/Policies)

The Long Term Planning provides an overview of the proposed coverage of the subject. It includes the breadth and depth within each subject area for each year group. This ensures continuity and progression. It provides a framework in which teachers can easily see opportunities for cross-curricular work.

Medium Term Planning (Units of Work, Forecasts and Schemes of Work)

These plans cover each term's work in more detail within each subject for each year group. The Medium Term Plan details learning targets, activities, resources and assessments.

Medium Term Plans are developed through the subject department meetings to ensure consistency, and the process is overseen by the Head of Department. The Head of Department liaises closely with the Deputy Head and teachers delivering the subject. The Head of Department ensures that the Schemes of Work are being implemented correctly and checks continuity and progression. Heads of Department give constructive advice on teaching strategies, resources and equipment. They check that the Scheme of Work is effective within the subject and that changes are made where necessary.

Presentation of information in a Medium Term Plans may vary at times due to the different needs of each subject.

There is, however, a common planning criteria for each subject

- Learning Objectives
- Activities
- Resources
- Organisation
- Assessment

Over the course of an academic year, children should experience a range of learning approaches.

Short Term Planning (Lesson Plans)

Short Term Planning is important as it has great impact on the children. It is involved with day to day classroom organisation, management and strategies for teaching and learning. The main areas to consider at this stage of planning are:

- Details of each activity
- Classroom organisation and management
- Groupings of the children
- Resources
- Role of teachers and any other adults
- Assessment
- Differentiation
- Identifying Gifted and Talented Pupils and those who have Learning Support
- Pace
- Evaluation and feedback

Short Term Planning is a weekly tool and each teacher is able to approach it in their own individual way. It enables teachers to ensure that there is good classroom organisation, that they are giving adequate time to assess, that there is a range of learning materials that are appropriate to the children's needs and that there is a balance of different types of activity through the week. The teacher is also able to allow time for the finishing of tasks.

The teaching of the school is characterised by:

1. Well planned lessons.
2. A variety of teaching approaches.
3. Excellent subject knowledge achieved by subject specialists.
4. Effective use of the latest teaching aids.
5. Lessons planned that reflect the abilities and needs of all pupils.
6. Good classroom management reflected in good discipline and good time management.
7. Meticulous marking and assessment procedures to ensure pupil progress.
8. Lessons that encourage creativity.

The teaching is continually evaluated:

1. An annual re-appraisal of the curriculum to ensure that the school's aim to provide a well-rounded and excellent education is achieved.
2. An appraisal system is in place for monitoring teacher performance.
3. The use of PIPs and termly assessments in maths and English serve to monitor the success of the school in achieving its objective of ensuring pupils reach their academic potential.
4. The results in external Year 6 exams are studied, evaluating whether the school has achieved its objective of ensuring that pupils enter a secondary school commensurate with ability.

This enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills taught in subjects.

EYFS

Reference separate policy.

Monitoring and Evaluating

The school will monitor and evaluate the curriculum through a variety of working groups which include teachers, parents and governors. Appropriate recommendations for change will be made to the Head Teacher who consults the Governing Body.

Evaluation will be measured against a range of indicators which include whole school and individual pupil indicators.

Whole School Indicators: Examination results
Admissions information
Destinations of school leavers
Departmental reports
Individual Meetings between HoDs.
Effort Grades
Attainment Grades
Termly assessments
PIPS

Individual Pupil Indicators: Develop positive self image
Be effective users of the skills of numeracy, literacy and oral skills
Develop positive links with the community
Have an appreciation of the natural and manmade world
Be increasingly independent, self-motivated and self-disciplined
Appreciate human aspirations and achievements
Work actively together in cooperative groups
Acquire the competences and attitudes needed for adult life

Monitoring: Headteacher
Named responsible people: Mrs J Langford
Reviewed: September 2021
Policy Review Date: September 2024