



Ravenscourt Park Preparatory School

Curriculum Policy

This document sets out our school vision, which underpins our curriculum and a description of our curriculum with reference to how it meets the regulatory requirements (ISI 2017 Regulatory Requirements, Part 1 for the Quality of Education Provided) It should be read in combination with the Assessment, Homework, Marking, Learning Support and AGT Policies.

This policy has been written with due consideration for, and in accordance with, current legislation and is made available to all parents, prospective parents, staff and prospective employees of Ravenscourt Park Preparatory School.

Whole School Vision

Ravenscourt Park Prep School (RPPS) is an academically non-selective, co-educational, full-time education setting, which seeks to meet the needs and aptitudes of all its pupils, including those with an EHC plan. A commitment to excellence in teaching and learning is one of the primary aims of the school that underlies all of its policies and practice.

RPPS offers our pupils the opportunity to succeed, to be recognised and to be valued. The children will develop the intellectual, emotional and ethical requirements to tackle the challenges that life will present, effectively preparing them for the opportunities, responsibilities and experiences of life in British society. To support the fundamental British values of democracy, the rule of law and individual liberty we instil tolerance, mutual respect for others and the capacity to celebrate diversity, including different faiths and beliefs, and to embrace challenge. We aim to guide, motivate, inspire and nurture our pupils in order for learning to be a rewarding and enjoyable experience. We want each child's time with us at RPPS to be happy and for them to look back on their years here with fondness.

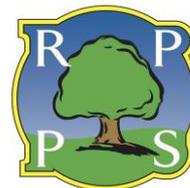
We recognise the importance of delivering a curriculum to ensure our children learn the knowledge and skills required by the National Curriculum and to prepare them for their future schools. The children's learning is enhanced outside their formal lessons. Assemblies, extra-curricular clubs, themed weeks, residential trips and the School Council are just some of the ways in which we aim to enrich their experiences, and we consider these to be an important part of the education on offer at RPPS. Additionally, the children learn from the way they are treated and the School's behavioural expectations (*see Behaviour, Rewards and Sanctions Policy*). We encourage appreciation and respect and tolerance for a variety of ethnic and religious beliefs and faiths and our teaching staff promote, by example, self-esteem and collaborative citizenship.

We aim to deliver exciting and challenging teaching and learning experiences for the children and ensure they all have access to the whole curriculum (*see Inclusion Policy*). Our curriculum is designed to enable each child in our care to fulfil their potential.

Aims

Aims of our Curriculum:

- to ensure that pupils develop a broad spectrum of literacy, numeracy and ICT knowledge and skills;
- to provide pupils with a full and rounded entitlement to learning;
- to provide our pupils with the best opportunity to learn and make progress;
- to foster pupils' creativity and develop essential skills;
- to encourage creative enquiring minds, and investigative learning skills;
- to promote a healthy lifestyle;
- to inspire pupils to a commitment to learning which will last a lifetime;
- to promote high standards in all learning and teaching;
- to enrich pupils with a breadth and depth to their learning;
- to prepare pupils for entrance examinations to appropriate senior schools;
- to prepare pupils for future life in modern day British society;
- to support the fundamental British values of democracy, the rule of law and individual liberty
- to engender respect for their environment with an appreciation of how to care for it and behave sustainably



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- to help children understand the world around them, their place in it and the responsibilities they have towards others; and
- to develop communication skills, listening skills, self-respect and respect for others, to enable children to work collaboratively and treat each other fairly, without discrimination.

The development of each child's full potential – intellectual, moral, spiritual, physical and emotional – is one of the main principles of the philosophy of the school. We aim to enable all children to learn and develop their skills to the best of their ability so that they become confident, resourceful, enquiring and independent learners, evaluating their own performance, and understanding what they need to do next in order to improve.

Linguistic Development

We aim for our children to be clear and confident communicators with the ability to use reading, writing, speaking and listening to access information and share their ideas. In addition to a full programme for teaching English, the children are taught French from Reception to Year 6. They are also exposed to other languages through extra-curricular clubs and languages days.

Mathematical Development

We aim to develop an enthusiasm and curiosity for mathematics in order to allow pupils to make calculations, to understand and appreciate relationships and patterns in number and space, to apply mathematical language and skills to everyday life, to develop their capacity to think logically and to express themselves clearly.

Scientific and Technological Development

We aim to teach children about their world, both natural and man-made, including how their environment and society have changed over time and their role in its future development. The ability to effectively use ICT is an essential skill in modern society. ICT skills are taught in lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. Pupils also learn to write computer programs in their Computing lessons.

Human Development

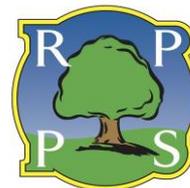
RPPS believes that effective learning requires a healthy, settled and evolved emotional life. We promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for future learning, encouraging them to think for themselves, to learn to select and use methods and resources and to be discriminating. We aim to develop children's self-esteem and encourage them to respect the ideas, attitudes, values and feelings of others, showing respect for different cultures. We also enable children to have an awareness of their own spiritual and moral development, so that they understand right from wrong, and the importance of truth and fairness, allowing them to grow up committed to equal opportunities for all (see *PSHE policy*).

Social and Economic Development

RPPS aims to teach children to be positive, responsible citizens, understanding their community and feeling a valuable member of it, so that they can live and work co-operatively with others, and make correct judgements in order to stay safe. Teachers model and teach acceptable and appropriate behaviour, both inside and outside the classroom (see *PSHE policy*).

Physical Development

RPPS seeks sensitively to cultivate each child's physical poise, skills and confidence, through a healthy diet, adequate play, a safe and spacious environment and organised sporting activities. We encourage the children to be fit and healthy, underpinning our belief that physically fit children are mentally fit children.



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Aesthetic and Creative Development

We promote participation in, and enjoyment of, creative aspects of the curriculum, encouraging children to develop their imagination, spontaneity and individuality. We enable children to develop their critical and creative thinking skills, providing them with opportunities to solve problems in a variety of contexts, and to question and respond to challenges.

To achieve these aims, the curriculum is designed to be:

- **broad** so that it provides a wide range of knowledge, skills and experiences;
- **balanced** so that each subject has sufficient time to contribute effectively to learning;
- **relevant** so that learning links pupils' experiences to application in the real world;
- **coherent** so that topics can be linked to make the whole learning experience more meaningful;
- **progressive** so that what is taught builds systematically upon what has already been learned;
- **differentiated** so that the tasks set are matched to the aptitude and ability of each pupil; and
- **accessible** so that there is equality of opportunity for all.

Organisation and Planning

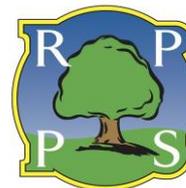
At RPPS the starting points for our curriculum include the National Curriculum and the requirements of the 11+ examinations.

Yearly curriculum maps indicate the topics and objectives to be taught for each subject to each year group. The termly plans provide the weekly objectives, learning outcomes, with suggested activities, resources, ICT and differentiation. Specialist teachers collaborate in designing schemes of work that enrich the skills and content of each subject area.

Content and Delivery

Our children receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full time supervised learning, with the school day as follows:

Year Group	Core School Hours
Reception	8.30 – 15.10
Year 1 and 2	8.30 – 15.10
Year 3, 4, 5 and 6	8.30 – 15.30



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The curriculum process



Early Years Foundation Stage

Reception follows the Early Years Foundation Stage through the teaching of three prime areas and four specific areas, as follows:

Prime Areas: Communication and Language, Physical and Development, Personal, Social and Emotional Development

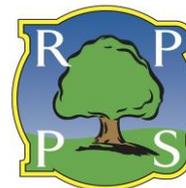
Specific Areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design

Each area of learning and development is implemented through planned and purposeful play, both indoors and outdoors, and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Children learn by leading their own play and by taking part in play which is guided by adults. There is an on-going judgement made by practitioners about the balance between activities led by children and activities led or guided by adults. Practitioners must respond to each child's emerging need and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help prepare for more formal learning, ready for Year 1. An EYFS profile is completed to celebrate the progress of each Reception child at RPPS.

Key Stage One and Two

In Lower and Upper School the curriculum is taught through discrete subjects and topic areas are linked where relevant. Over the course of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects, with increased specialist subject teaching in Upper School.



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Work is planned by unit, usually over half a term's duration. Medium Term Plans contain the detail of the work to be covered, with a progression of learning objectives. Our Short Term Plans are written on a weekly or daily basis. We use these to set out the learning objectives for each session and to identify the activities and resources to be used in the lesson. These plans also indicate how the work will be differentiated and how the pupils will be assessed responding directly to progress.

The children are taught in mixed ability classes for most subjects, with the exception of English and maths, where setting takes place. This enables the teaching to focus on a particular level of ability. These sets are fluid and reviewed on a half termly basis.

Religious Education

Religious Education is available to all pupils. At RPPS we endeavour to give the children a broad-base of religious education, encompassing many faiths, to encourage knowledge, awareness and tolerance. This is done in a cross-curricular way throughout the school in lessons, assemblies and celebrated activities.

Personal, Social, Health Education and Economic

PSHEE is catered for through our comprehensive PSHEE Policy, assemblies, circle times, guest speakers, eco projects and science curriculum. We engender PSHEE through our code of conduct which promotes our ethos, pastoral care, recognition of achievements, Behaviour Policy, School Council and Eco Club, all of which promote a positive environment for learning. RPPS believes that an effective whole child approach to learning requires a healthy, settled and evolving emotional life including the development of social skills towards adults and peers. We prioritise pastoral care and wellbeing of the children, adopting a happy and relaxed atmosphere in classrooms and around the school. A variety of teaching and learning strategies are used, including group work and paired work, as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom.

Pupils' Voice

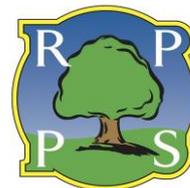
At RPPS we believe the children's opinions and thoughts must be heard and valued. The children are given a voice through elected school council members, chosen by each class from Year 1-6. These councillors are elected twice a year. Minuted meetings are held in conjunction with the Head of PSHEE and councillors are then given the opportunity to feedback and seek out the views and opinions of their peers.

Our PSHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from PSHEE lessons, projects, form time, circle time, assemblies, and involvement in school and the wider community. Pupils are encouraged to play active roles to help them develop confidence in presenting their views, negotiating, working as teams and organising events. Fund raising for nominated charities, school fairs, visits to the Houses of Parliament are some examples. Pupil surveys, suggestion boxes and prefect teams provide opportunities for the pupils' voice to be heard.

Sex Education

RPPS provides a Sex and Relationships education from Years 1 – 6 which is incorporated in the PSHEE scheme of work. Pupils are encouraged and guided by moral principles and taught to respect themselves and others, and move with confidence from childhood through adolescence into adulthood.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils in Year 6, but parents may withdraw their children from any other part of the sex education provided without giving reasons.



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Physical Education and Games

All pupils are expected to take part in the school's Physical Education and Games lessons. Pupils can only be excused from these lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed by the school, for example no swimming kit.

Regular competitive fixtures are organised within the PE and Games Curriculum, encouraging sportsmanship, leadership, improvement of skills in a competitive situation and above all else an enjoyment of the activity. For more details, see the PE and Games policy.

Extra-Curricular Programme

At RPPS we have a wide and varied programme of clubs to explore different curriculum areas further including creative and sporting activities that take place outside the formal curriculum. We value the opportunity for children to interact within mixed age and ability groups.

Trips and Outings

School trips form an important dimension of a child's educational experience, taking the classroom into the outside world and forming shared experiences with teachers and peers.

All classes are expected to go on at least one trip a term to complement their learning in the curriculum. Extensive use is made of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest. (see *Outdoor Education and Off Site Educational Visits policy*).

Residential Trips

Residential trips provide pupils with the opportunity to learn new skills, such as problem solving and team challenges; to develop their organisational, team working and leadership skills; to build relationships with others, accepting and supporting them, and working cooperatively; to gain greater independence; and to become risk aware. All year groups in Upper School go on a residential trip and all children are expected to attend, unless there is specific reason agreed between the Head of Upper School and parent. Year 3 spend three days at Sayer's Croft and Years 4, 5 and 6 spend a week at Moorland Hall in Devon.

All trips are undertaken with due care and attention, complying with our *Safeguarding, Health and Safety* and *Educational Visits* policies.

Homework

At RPPS, homework is intended to reinforce work done in lessons and to encourage independent study skills. By gradually increasing the amount given as the pupils progress through the school, we aim to develop and support their ability to use their initiative and organise themselves. Expectations for length of homework and levels of support required are clearly conveyed to parents in the Parent Handbook and reinforced by the class teachers at the curriculum evenings at the beginning of the academic year. Teachers plan together to ensure that homework expectations are consistent across the year group (See *Homework Policy*).

The time spent on homework is valued by teachers and they provide prompt feedback to the pupils (see *Assessment and Marking policy*).

Children requiring additional provision

The curriculum at RPPS is designed to provide access and opportunity for all children through differentiated lessons. Some children require further adaptation to the curriculum to meet their individual needs. This may include learners with difficulties and/or disabilities (LDD), children with special educational needs and disabilities (SEND), children with English as an Additional Language (EAL), or children who are particularly able, gifted or talented (A,G&T) in some way. Support, enrichment and extension activities are documented in schemes of work in order to plan and differentiate for all learners.



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RPPS makes every effort to meet the needs of each individual child including those with an EHC plan. We comply with the requirements set out in the SEND Code of Practice 2015. If a child is seen to require special provision, his/her teacher consults with the Head of Learning Support /English as an additional language (SEN/EAL), or the Head of Able, Gifted and Talented (AGT), who will make an assessment of this need. The Class Teacher will be given support to provide resources and educational opportunities which, in most instances, will meet the child's needs within the normal classroom setting. If a child's need is greater than that which we can provide within this normal classroom context, there are established courses of action to support the child with their learning (see *SEND Policy, AG&T Policy*).

Effective Teaching and Learning

The school recognises that pupils have a variety of different learning styles and, in order to maximise children's learning, each Scheme of Work contains reference to suggested activities which can make lessons as multi-modal as possible. We aim to provide a stimulating learning environment at RPPS which sets the climate for learning and promotes high quality work by the children. A variety of learning and teaching methods, learning displays, as well as materials and resources are used in all subjects to suit the different needs of our pupils. At RPPS, we encourage as much variety of experiences and multi-sensory learning as possible, working from tangible practical experiences to more abstract concepts as the child progresses.

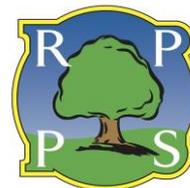
Effective teaching is when teachers challenge and inspire pupils, expecting the most of them.

Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching;
- creating a positive and supportive atmosphere based on praise;
- treating children with respect and as individuals, listening to them sensitively;
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate;
- ensuring their expectations of the children are high;
- demonstrating good subject knowledge and competency in teaching the relevant skills, using teacher modelling;
- building upon the children's previous skills and knowledge, setting clear objectives that are easily understood, so the children know what they must do to be successful learners;
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding;
- communicating clearly and teaching using a variety of strategies, including effective questioning, teacher modelling and high quality verbal feedback and marking;
- managing pupils well, being consistently firm but fair (*see Behaviour, Rewards and Sanctions Policy*);
- assessing pupils' work thoroughly and using assessments to help and encourage pupils (*see Assessment and Marking Policy*); and
- using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating.

Effective learning is shown when children are able to learn in different ways. These include:

- participating actively throughout the lesson;
- working co-operatively in small groups and pairs, using methods such as think-pair-share and talk partners, to enhance discussion and understanding;
- asking and answering questions;
- using first hand, multi-sensory experiences;
- working independently, using their own judgement to make decisions;
- investigating and solving real-life problems;
- researching and finding out;
- being creative and using initiative to design and make things;
- debating, taking part in role parts and presenting orally;



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- using multi-media: watching television, using computers, digital cameras, IWB, data loggers;
- working outside and visiting places of educational interest;
- participating in physical activity; and
- evaluating their own learning using success criteria and AfL methods.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on their learning. We want children to realise that they have learnt effectively by:

- knowing that they have succeeded through the use of success criteria;
- feeling good about their achievements;
- feeling confident to do more;
- explaining what they have learnt;
- applying their learning to new situations; and
- teaching another child.

Assessment, Recording and Reporting

We believe that effective assessment provides information to inform teaching and learning, and is therefore an essential part of the teaching process. At RPPS, assessment takes many forms, both formative (AfL) and summative, and can be formal or informal. Teachers use standardised assessments to track the progress of individual pupils, in mathematics and English. We use information collected from assessments to allow us to guide our future planning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve.

At RPPS, we believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing assessment information with the parents at parents' evenings and through yearly reports. We aim to give parents clear and accurate information on their child's attainment and progress, so that teachers, children and parents are working together to raise standards. For more details, see the *Assessment and Marking Policy*.

Monitoring and Review

The Head and Senior Leadership Team has responsibility for the leadership of the curriculum, teaching and learning, and monitoring the effective delivery of this policy. This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities;
- ensuring staff professional development promotes good quality teaching and learning;
- monitoring the quality of teaching and learning through lesson observation, work scrutiny, learning walks and scrutiny of assessment data; and
- supporting the Deputy Head (Teaching and Learning) in reviewing annual departmental actions plans and guiding the Heads of Department in the development of the curriculum, teaching and learning.

The Deputy Head (Teaching and Learning) oversees and supports the Heads of Department in monitoring their individual subjects, developing the curriculum and ensuring that there is progression and appropriate coverage.

The Heads of Department are responsible for monitoring planning and also the quality of teaching and learning in their subject areas, keeping up to date with curriculum developments and providing INSET when necessary.

Ravenscourt Park Preparatory School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Inclusion Statement. Ravenscourt Park Preparatory School is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political



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views in any curriculum subject. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

This policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Author: Deputy Head (Teaching and Learning)

Date of Policy: September 2017

Date for Review: September 2018