



# ST MARGARET'S PREP

## CALNE

### Curriculum Policy

#### 'Every child has the right to an education'

This document is a statement of the aims, principles and strategies for the Curriculum at St Margaret's Preparatory School. The policy should be read in conjunction with the Curriculum Map and Subject Allocation, as well as all subject policies, the EYFS, Learning Support (incorporating EAL) and MAGT policies, and documentation relating to Keeping Children Safe in Education (2018).

St Margaret's is committed to the attainment and personal development of pupils and the curriculum is designed with these priorities at the forefront. The curriculum also ensures that appropriate attention is given to the need to actively promote fundamental British Values across all lessons and all activities within the school.

#### **1 Introduction**

1.1 The St Margaret's School curriculum is made up of all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the 2014 Primary National Curriculum in England and the Statutory Framework for the Early Years Foundation Stage that we broadly follow, but also the various extra-curricular activities that we organise in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want our pupils to grow into positive, responsible people, who can work and co-operate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

1.2 We endorse the aspirations of Excellence and Enjoyment, and we seek the highest standards of attainment and levels of progress for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in the St Margaret's pupils, and to help them become independent learners. Above all, we believe that learning should be an enjoyable experience for all.

## **2 Values**

2.1 The St Margaret's curriculum is underpinned by the values that we hold dear at our school.

The curriculum is the means by which the school achieves its objective of educating all our children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 St Margaret's acknowledges the following values upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be the best they can be and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## **3 Aims and objectives**

3.1 The aims of the St Margaret's curriculum are:

- to enable all children to learn, and develop their skills, to their highest possible standards. In this connection we seek to tailor teaching and learning opportunities to the individual needs of our pupils. This includes pupils with special or additional needs and those who are able, gifted and talented;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;

- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to broadly follow the requirements of the 2014 Primary National Curriculum in England, the Statutory Framework for the Early Years Foundation Stage and the Wiltshire Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

#### **4 Organisation and planning**

4.1 We plan our curriculum in three phases. We agree a long-term plan (as identified in the Curriculum Map) for each class throughout the school. This encompasses the statutory programmes of study for all subjects as laid out in the 2014 Primary National Curriculum in England and the Statutory Framework for the Early Years Foundation Stage. This indicates what themes are to be taught in each term, and to which groups of children, and includes a comprehensive programme for personal, social, health and economic education (PSHEE). Throughout the school we structure the learning carefully to ensure that there is planned progression in all curriculum areas. We review this long-term plan on an annual basis.

4.2 Through our medium-term plans, (completed each half term) we give clear guidance on the objectives and teaching strategies for each subject, to include development and command of specific vocabulary.

4.3 Our short-term plans are those that the staff write on a weekly basis. We use these to set out the learning objectives for each lesson, and to identify what resources and activities we are going to use. Additionally, short term plans inform future planning. Differentiation is clearly identified.

4.4 In Years 1 - 6 we generally teach subjects separately, although we are continually developing and promoting cross-curricular links.

## **5 The curriculum and inclusion**

5.1 The curriculum at St Margaret's is designed to be accessed by all children who attend the school. If children have additional learning needs or disabilities, we implement our procedures as laid out in our Learning Support policy. If we think it necessary to modify some children's access to the curriculum, we only do this after their parents have been consulted.

5.2 Our schemes of work address the diversity and values of our society, and reflect the 2014 Primary National Curriculum in England and the Statutory Framework for the Early Years Foundation Stage programmes of study.

## **6 The Early Years Foundation Stage**

6.1 The curriculum that we teach in the Kindergarten and Reception classes meets the requirements set out in the 2014 Statutory Framework for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals at the end of the Reception year, as set out in this document, and on developing children's skills and experiences.

6.2 We fully support the principle that young children learn through play and there is a balance of child initiated and teacher directed activities. Teaching in the Reception year builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

6.3 Each term in the Reception classes, the staff will assess the skills development of every pupil. This assessment forms an important part of the future curriculum planning for each child. In the Kindergarten, assessment is based upon the Development Matters points as laid out in the EYFS document.

6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

## **7 Key skills**

7.1 By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in each individual programme of study. At St Margaret's we value the skills of effective learning, including:

- communication – including linguistic skills, the ability to present ideas and to listen to others;
- creative thinking;
- resilience and problem solving;
- collaborative working;
- Developing ones own meta-cognitive skills

7.2 In our curriculum planning, we emphasise the skills of effective learning, so that the children's progress in all areas can be identified and monitored. All teachers seek to contribute to a child's progress in these skills, because we believe that they are vital if they are to develop their true potential. A thorough programme of assessment supports and monitors all aspects of teaching and learning and informs future planning. (See Assessment Policy)

## **8 The role of the Subject Leader**

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

8.2 St Margaret's gives Subject Leaders non-contact time as appropriate, so that they can carry out their duties. It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

Each Subject Leader reviews the curriculum plans for the subject, ensures that there is full and appropriate coverage of the 2014 Primary National Curriculum in England and the Statutory Framework for the Early Years Foundation Stage, and sees that progression is planned into schemes of work.

The Subject Leader also keeps examples of children's work, both paper-based and electronic, which s/he uses to illustrate the achievements of children in each department, and to exemplify the attainment expected.

## **9 Monitoring and review**

9.1 The Senior Leadership Team, on behalf of the Governing Body, is responsible for monitoring the way in which the school curriculum is implemented. They review each subject area during their regular and ongoing cycle of review and development.

9.2 The Head is responsible for the day-to-day organisation of the curriculum. Member of SLT monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the agreed curriculum, and that all lessons have appropriate learning objectives.

9.3 The Senior Leadership Team is supported by the Subject Leaders who monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.4 Governors receive regular reports and data on the progress of children across the school to enable them to fulfil their responsibilities to oversee the quality of teaching and learning and, most importantly, the achievement and outcomes for all our pupils.

This policy considers at its heart, children's rights as exemplified by the United Nations Convention on the Rights of the Child. Specifically:

- Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

LB September 2019

#### Review

**This policy will be reviewed at least annually by the Senior Leadership Team.**

#### Effective Date

**This policy was last reviewed in September 2019.**

#### Approved by Governors

**November 2019**