



# CURRICULUM, TEACHING AND LEARNING POLICY

This policy applies to all sections of the RGS Prep, including the EYFS

## 1. CURRICULUM

Our School's curriculum is the sum of all the learning and experiences that influence our pupils' development and progress. Our intention is to fulfil our school aims and objectives, by providing an environment in which pupils flourish because of their learning. The curriculum engages with the pupils' individual needs and offers variety, pace, challenge and enjoyment in relation to age and ability. This learning environment sets out to develop the academic, physical, social, cultural, spiritual, moral and emotional potential of all pupils from Nursery to Year 6. The intention is to equip pupils to lead a life that is personally successful by instilling positive attitudes of self, catering for a spread of abilities and learning needs.

Our key curriculum aims are to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Build community

It also reflects requirements for inclusion and equality as set out in the [Equality Act 2010](#). Our aim is to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and develop tolerance and understanding towards each other; have a responsible and independent attitude towards life and to achieve their full potential in terms of academic achievement, creative appreciation and spiritual awareness. Our curriculum incorporates the school's Values and our Learning Habits. At RGS Prep the curriculum offers linguistic, mathematical, scientific, technological, human and social, physical and creative learning opportunities. The contents of the curriculum are consolidated by the Heads of Departments and EYFS and KS1 Coordinators in their schemes of work with an over-arching Subject Policy Document for each, which do not undermine fundamental British values. Our curriculum has been extended to include fully comprehensive Trips, Clubs and Activities programme to support the curriculum across the different stages.

**THE CURRICULUM** is divided into **stages** to provide appropriate continuity and progression:

- Early Years Foundation Stage (EYFS)
- Key Stage 1
- Key Stage 2

## The Early Years Foundation Stage

The curriculum in the Nursery and Shell classes is built around the four principles of:

A Unique Child; Positive Relationships; Enabling Environments; Learning Development; taking consideration of the fact that children develop and learn in different ways and at different rates.

The seven areas of learning and development are covered in the educational programme.

**The prime areas** of learning are as follows:

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

**The specific areas** through which the three prime areas are strengthened and applied are;

- Literacy
- Mathematics
- Understanding the World; and
- Expressive arts and design

Work covered in the Early Years is child centred using the Framework for the Early Years. Staff consider the individual needs, interests, and stage of development of each boy in their care, and use this information to plan a challenging and enjoyable experience for each boy in all of the areas of learning and development.

In planning and guiding pupils' activities, teachers focus on the three characteristics of learning and reflect these in their practice and assessment processes:

- **playing and exploring** - pupils investigate and experience things, and 'have a go';
- **active learning** - pupils concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Structured and imaginative play forms an important part in the EYFS curriculum. Adult intervention is for a real purpose, and in all areas, language is one of the prime indicators of achievement and progress.

## Key Stage 1 and 2

The National Curriculum is used as the guiding principle but is tailored to engage with the aspirations of RGS Prep pupils. It must be acknowledged that the divisions below are not intended to be exclusive and need to be read in conjunction with separate subject policies:

- **Linguistic** - This area is concerned with developing pupils' communication skills and increasing their command of the English language through listening, speaking, reading and writing. Lessons are conducted in spoken and written English. In addition, French, Spanish and Latin are also taught to pupils at various stages in their learning journey.

- **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. The knowledge and understanding of mathematics is developed through practical activities, exploration and discussion.
- **Scientific** – This area is concerned with increasing the pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. These include observing, forming hypotheses, conducting experiments and recording findings.
- **Technological** – This area is concerned with the use of information and communication technology (computing and digital literacy), developing, designing, planning and communicating ideas; working with tools, equipment, materials and components to produce quality products and evaluating processes and products.
- **Human and Social** – This area is concerned with people and their environment and how human action now and the past, has influenced events and conditions. Geography and History make a strong contribution in this area alongside Religious Education which promotes spiritual, moral, social and cultural development. Personal, Social, Health, Citizenship Education (PSHCE) aims to promote the fundamental British values to develop tolerance and understanding towards each other whatever their background; to prepare our pupils for the opportunities and responsibilities of adult life; lead pupils toward confident, healthy and responsible lives, both as individuals and as members of society as a whole. This area is underpinned by the school's aims and ethos, our Values System and implemented through assemblies, Form and House system as well as other activities such as School Council, and Prefect responsibilities.
- **Physical** – This area is concerned with the pupils' physical development and control as well as co-ordination and tactical skills. The area aims to help pupils evaluate and improve their performance and imaginative responses. Pupils also gain knowledge and understanding of the basic principles of fitness and health. The physical curriculum is covered through Physical Education and Games.
- **Aesthetic and Creative** – This area is concerned with the processes of making, composing and inventing. Whilst it is acknowledged that there are creative elements to all subjects, there is a demand for higher levels of personal, imaginative and practical responses in the creative arts and through the study of English literature.

## THE PROCEDURE FOR IMPLEMENTING CURRICULUM CHANGE

Decisions about planning the curriculum to ensure a balance of the curriculum and a reflection of the aims and ethos of the school can be initiated at any point whether it be formally or informally by a group of pupils, parents, staff or governors. These would be raised at SLT meetings with further discussion with the whole SMT. A normal course of implementation of any major changes will be brought to the RGS Prep Committee of Governors for their approval. Following this, ideas will be put in front of Heads of Departments at their termly meeting and ultimately all staff. Where appropriate

the views of parents and / or pupils will also be sought. The Deputy Head Academic will discuss these aims with Heads of Department so the decisions are part of their short-term plans which will be reflected in their department's Scheme of Work. Longer term plans will be noted in the Whole School Development Plan with details discussed by the Deputy Head (Academic) with Heads of department. Heads of Departments have at least one termly Department Meeting - part of which will be to implement any initiatives. Each department has its unique Subject Policy Document which sets out the basic thinking behind that subject with any particular detail referring to that discipline. Planning for the short term is the responsibility of individual teachers, however collaborative planning is encouraged. Teachers are responsible for their individual lesson planning, however there are dedicated subject folders on the staff shared area to store curriculum resources.

## **2. TEACHING AND LEARNING**

Through our teaching, we focus on the pupils' learning:

- To become confident, resourceful, enquiring and independent,
- To develop positive relationships with peers and adults alike,
- To develop self-respect and respect for ideas, attitudes, values and feelings of others in the school community, the local community and in a broader cultural context,
- To grow into reliable, positive citizens who can make a positive contribution to the development of a fair, just and civil society.
- To recognise the need to prepare for living in the wider British society
- To take pride in their work and the work of others,

We aim to equip pupils to learn by building on their skills, knowledge and understanding in a creative, participatory environment. Teachers help pupils to progress so that they can attain the highest level of their personal achievement. Teachers seek to establish good working relationships with all pupils, treating them with kindness and respect, giving equal opportunities to take part in all activities. The school discipline policy supports classroom management. All pupils are expected to comply with these jointly devised rules to promote the best learning opportunities for all. Praise is paramount in order to foster positive attitudes to learning. We conduct our teaching in an atmosphere of trust and respect for all. Teachers are able to attend relevant courses to develop their practice. Teaching Assistants are deployed effectively where appropriate.

We acknowledge that pupils learn in different ways and that pupils need to develop strategies that allow them to learn in ways which suit them best.

Various methods are employed to create an environment that is open and non-judgemental:

- Investigation and problem solving
- Individual, pair, group and whole class work
- Questioning and answering
- Use of ICT
- Trips, fieldwork, workshops, clubs
- Variety of media
- Activities which include art, drama, music and sport
- School Council

When evaluating teaching and learning we have agreed to consider:

- Classroom observation / environment
- Sampling pupils' work
- Sharing pupils' work with colleagues
- Displaying work throughout the school
- Showcasing good practice

## **Displays**

Displays in classrooms and corridors are used to support the curriculum, teaching and learning. In order to enable pupils to focus, teachers follow the guidelines below:

- Only put work/posters on display boards. Do not blutak or staple items directly on to the walls. If items are already up, only remove if the wall underneath is not damaged.
- Use neutral coloured backing paper.
- Don't overcrowd displays. Create space around items displayed. Make sure work is presented in a way that can be easily read by pupils (not on an angle and at eye-level, where possible)
- Have minimal distractions on the IWB wall.
- If using a washing line to display work, put in a place that is not in sight during direct teaching time.
- Make boards as interactive as possible. Add questions/statements to engage the observer.
- Pupil work displayed does not have to be polished final copies. It is useful to display the learning journey (draft, edited work and final copy)
- Display board celebrating pupils' work should at least be updated termly.
- Have a balance between working walls, celebration of pupil work and static displays (Learning habits/values)
- The following must be displayed: values, learning habits, safeguarding, fire evacuation route, form notice board, golden time in Pre-Prep
- Display boards in corridors can be more vibrant, if appropriate.
- If you need further guidance speak to NM or KR in Prep and JP or HC in Pre-Prep.

## **Presentation of Pupils' Work**

Pupils are encouraged to feel proud of the work they produce. By teaching and implementing the guidelines below across the school, pupils will learn good practice and reduce the cognitive load required to learn requirements for different teacher styles.

- Each piece of work is dated on the top left
- Each piece of work should have a title. This could be a learning objective, if appropriate
- Pupils write in pencil or blue ink pen (as per the stationary requirements)
- Date and title are underlined in pencil using a ruler
- When labelling or annotating work, a pencil and ruler is used to draw lines. A pen/pencil is used to label
- Editing of work is done in green pen
- Proofreading corrections are done in red pen
- Teachers' marking and feedback can be done in a colour of their choice as long as it is not blue or pencil.

- Pupil response to teacher feedback and corrections are done in pencil

Heads of Department should be consulted for any subject specific differences.

### Homework

In 2022-23 we reviewed our homework provision through surveys with pupils, parents and teachers. We also explored the latest educational research on homework in primary schools, which shows that homework best serves learning and pupil well-being if it is done in short and focused bursts. We have therefore adapted our Homework Policy to reduce pupil workload, promote a healthy work-play balance and continue to support learning in the classroom.

The key changes to our Homework Policy are as follows:

- From EYFS to Year 4 homework will only be set on four afternoons per week (Monday-Thursday)
- Year 5 and 6 will have homework on each school day
- There will be the flexibility to have two nights to complete the homework
- There will be no homework set on the first and last weeks of term
- No homework will be set during examination periods for Year 5 and 6

Year Group	Time	Subjects
<b>EYFS</b>	15 min. including reading with an adult	Phonics
<b>Year 1</b>	15 min. plus reading with an adult	Spellings
<b>Year 2</b>	15 min. plus reading with an adult	Spellings, sentence work and times tables.
<b>Year 3</b>	20 min. plus 15 min. reading for pleasure (preferably with an adult)	Spellings, English, maths and mental maths.
<b>Year 4</b>	20 min. plus 15 min. reading for pleasure (preferably with an adult)	Spellings, English, maths and mental maths.
<b>Year 5</b>	30 min. plus 15 min. reading for pleasure	English, maths, VR and science. Atom Learning from January.
<b>Year 6</b>	30 min. plus 15 min. reading for pleasure	English, maths, VR and Atom Learning in preparation for 11+. In February, VR and Atom Learning will be replaced by science and language/history/geography on rotation – see timetable below.

## Homework Timetables 2023-24

Year 3 and 4	
Monday	Maths
Tuesday	Spelling
Wednesday	Times Tables
Thursday	English
Year 5	
Monday	VR
Tuesday	English
Wednesday	Maths
Thursday	Science
Friday	Maths then Atom from January
Year 6	
Monday	Maths
Tuesday	VR/NVR
Wednesday	English
Thursday	Maths
Friday	Atom 10 minutes of each subject
Year 6 from Feb half term	
Monday	Maths
Tuesday	Languages on rotation
Wednesday	English
Thursday	History/geography on rotation
Friday	Science

### Role of Heads of Department, SMT and Governing Body

The Heads of Department, SMT and the Governors support the curriculum throughout the School in a variety of ways including through:

- Staying up to date with curriculum developments in subject areas;
- Allocating resources effectively to support the use of appropriate teaching strategies;
- Ensuring that the school buildings and premises are best used to support successful teaching and learning;
- Monitoring teaching strategies in the light of health and safety regulations;
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensuring that the CPD and staff development policies promote good quality teaching.

### Role of the Parents

We believe that parents have a fundamental role to play in helping their children to learn. We inform parents about what and how their children are learning by:

- Parents' evenings

- Reports
- Information and workshops on supporting their children
- Holding an annual curriculum familiarisation evening
- Curriculum Overviews on the Parent Portal
- The Learning Journey in EYFS and reporting to parents on the Profile at the end of Shell (Reception)
- Curriculum communication through the newsletter

We believe that parents need to work in partnership with the school to support their child in implementing school policies. Parents need to take responsibility for:

- Ensuring their child has the best attendance record
- Ensuring their child is equipped for school for all activities
- Informing the school if there are matters outside of school likely to affect a child's performance or behaviour
- Promoting a positive attitude towards school and learning in general

### **3. LEARNING HABITS**

Our school embraces 'Learning Habits' as a way of defining educational aspirations and targets for our pupils. They provide a framework and common language for pupils, teachers, parents and the wider school community to share when discussing learning and the development of our pupils' thinking. Our Learning habits in Pre-Prep have emerged from the EYFS Characteristics of Effective Learning and include;

- Accuracy – setting high standards and always striving to do ones' best
- Listening – with understanding and empathy. Trying to understand another's point of view.
- Persisting – Persevering in a task to completion
- Independence – Thinking independently; '3 before me'
- Taking responsible Risks – Trying new things; being adventurous

In Prep our Learning Habits consolidate the Pre-Prep ones but also engender new enthusiasm within the learning environment:

- Reflection – Being aware of one's thoughts and being able to change perspectives and transfer knowledge. Reflecting on individual progress and the learning cycle is a key focal point.
- Perseverance – Looking for different ways to achieve a goal.
- Independence – Being able to work and learn from others in reciprocal situations.
- Risk taking – living on the edge of one's competency and taking sensible risks with learning and behaviour.
- Engagement – Resisting complacency and going above and beyond with their learning.

The following habits are embedded in all we do, and all members of the community use them and discuss the associated vocabulary. Boys collect credits on their Lanesborough Rose, which reflect their growing use and understanding of Learning Habits. These are displayed around the school, in the classrooms and in their pupil planners. Boys are awarded certificates and badges at various stages of their learning journey.



Reviewed: Nikki Mendoza (Deputy Head Academic) August 2023

Next Review 31<sup>st</sup> August 2024