



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

CURRICULUM, TEACHING AND LEARNING AND COLLECTIVE WORSHIP POLICY

(INCLUDING EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY)

Policy Author:

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Section I – Curriculum

‘Previously young people were educated for established bodies of knowledge, values and skills – the ‘knowns’. In the ever-changing digital world in which we now live, it is more important than ever that today’s young people are educated and equipped for the unknowns that will challenge and inspire them in the future.’ Stephen Perse Foundation

Why?

Our curriculum follows the National Curriculum and the Early Years Foundation Stage (EYFS) ensures the full-time supervised education for pupils of compulsory school age (in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The national programmes of study are a starting point for planning, but we are not limited by these.

We aim to place our children at the centre of their own learning and place great emphasis on thinking skills. We believe in nurturing children's inquisitiveness. Our curriculum will enable all children to make outstanding progress, love learning, become successful learners, confident individuals and be aware of how to stay healthy and safe. All pupils are encouraged to be ambitious, to reach the best standards they can in their academic studies, to gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in line with advice given by the DfE. The school aims to engender a love of learning and a zest for life. Themes of global and sustainable development, critical thinking, cultural diversity, community participation, spiritual, moral, social and healthy lifestyles will be delivered through different contexts and wherever possible using cross-curricular links.

What?

Our curriculum develops children's skills and desire to learn by making links between the individual subjects and enabling our children to apply skills and knowledge in a wide range of contexts relevant to them. Our curriculum has been designed to be skills based, enabling children to develop the skills they need to be effective, enthusiastic learners in the 21st century. In producing plans teachers consider the ages, aptitudes and needs of all pupils, including those with an EHC plan. There is an emphasis on pupils acquiring speaking, listening, literacy and numeracy skills; personal, social, health and economic education which reflects the school's aim and ethos; and encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Equality Act (a). The school has pupils below compulsory school age, and a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills is provided. We ensure that all pupils can learn and make progress; and we ensure the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The Curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is in line with the Independent School standards advice for independent schools.

How?

We know our children. When we know what interests and enthuses our children, and we know where they are within their learning and what skills they have grasped, then we know what their next steps are. Lessons are planned around these next steps, and we differentiate learning to match the needs of the children using Quality First Teaching within our classes.

1. Learning intentions from the Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage and National Curriculum underpin a broad, balanced, and engaging curriculum. However Subject and Form Teachers and some Specialist Teachers use their professional judgement to enhance lessons with greater breadth and depth. Planning should ensure that pupils experience a wide range of settings to stimulate interest and encourage skills to be developed.
2. Medium-term plans outline the knowledge, key skills, and attitudes to be taught in each term. These are filed electronically. Teachers write short-term plans on a weekly or daily basis. Most plans are produced as a team to ensure that each class in a year group have equal learning opportunities. Short-term plans show careful planning and ongoing formative assessment for monitoring pupil performance, which then informs future planning. Recognition is given to the individual styles of

teachers. Teachers assume responsibility for producing short-term plans which are effective and in line with the Teaching Standards.

- 3. An overview of each subject is made available to the parents on the Parent Portal, and on the website. (Curriculum Jigsaws)
- 4. English is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific literacy skills, wherever possible.
- 5. English and Maths are taught daily (from Year 1 upwards) with contexts and cross curricular links drawn from the termly topic where appropriate.
- 6. In Combined Humanities each year group will follow a creative curriculum linked to a theme. There is a stunning start, marvellous middle, and fabulous finish. Fundamental British values are taught through assemblies, in the PSHEE curriculum and are embedded in other subjects. Children are encouraged to participate and be active in the School Council and Eco-Committee.
- 7. Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience. These subjects will also be linked creatively to the topic where possible and relevant. Each academic subject co-ordinator is responsible for the planning in their department and each Phase Leader for their Year Groups. The Head of Lower School and the Assistant Head Academic are responsible for ensuring consistency, progression, and continuity between Phase Groups.
- 8. At Reigate St Mary's we aim, within Personal, Social, Health Education (PSHEE), for all children to be articulate, confident, and enabled to lead informed, independent lives where they can tell the difference between right and wrong.
- 9. Children are taught the importance and value of money in 'Financial Education' as part of their maths and PSHE curriculum.
- 10. Education for Social Responsibility (ESR) is a philosophy within the Independent Association of Prep Schools (IAPS). The objective is to ensure a challenging, purposeful education that makes an enduring difference to a child's development and to their understanding of the world and their place and responsibility within it. At the heart of every IAPS school, it has been agreed that ESR should be a focus. This incorporates the promotion of well-being, understanding rights, understanding responsibility, gaining relevant knowledge and skills and identifying the opportunities that will enable young people to be valuable and constructive members of society.
- 11. Forest school has been embraced fully in Lower School and is being developed in Upper School.
- 12. In Lower School STEAM (Science, Technology, Engineering, Art and Maths) is integrated into our topic-based approach to learning and dovetails with characteristics of effective learning. Children in Year 5 and 6 have standalone STEM lessons. STEAM is promoted in all year groups through an annual 'STEAM DAY'.

Each area of the curriculum has a separate policy. RSE will be covered across the curriculum as appropriate (please see Relationships Education and PSHEE and Citizenship Policy). Parents are invited into school annually for a Curriculum Evening and termly year group updates (virtual), so that they are fully informed about the children's learning.

Subject provision and allocation

Programmes of study will be delivered for all pupils through timetabled subjects.

KS1 and KS2 Allocations 2025 – 26

Programmes of study will be delivered through timetabled subjects

	English	Maths	Science	Combined Humanities	Art/DT	Spanish	Mandarin	Computing	PE/Games	Music	P4C/ RE	STEAM	PSHEE/Circle	Forest School	Drama	Total
Year 1	5	5	1	3	1	1			2/3	1	1	1	1	1		29/30
Year 2	5	5	1	3	1	1			2/3	1	1	1	1	1		29/30
Year 3	6	6	2	3	2	1			5	1	1		1		1	30
Year 4	6	6	2	3	2	1			5	1	1		1		1	30
Year 5	6	5	2	3	2	1			5	1	1	1	1		1	30
Year 6	6	5	2	3	2	1	0.5	1	5	1	1	1	1		1	30.5

Our curriculum will be enhanced through educational and residential visits, workshops, assemblies, and events. We are adaptable in our locations, environments, and routines for learning. In Lower School the curriculum is enhanced through Forest School on rotation. Thorough assessment of children's progress and tracking in the core subjects takes place and there are regular parents' evening feedback (See the Assessment and Reporting Policy.) Upper School Form Focus and Lower School phase meetings occur regularly and aim to negate invisible pupils. Class provision maps are frequently reviewed, and children are discussed to ensure they receive high quality provision. Computing is an entitlement to all our pupils. Skills, knowledge, and attitudes will be developed through timetabled Computer lessons and iPads utilised to enable the use of technology in all other subjects.

Inclusion

(Please refer to the SEND policy document for more information)

Teachers set high expectations for all pupils. They use appropriate formative assessment to set ambitious targets and plan appropriately pitched work for all pupils. The needs of able children will be met by producing stimulating work and in class challenge activities to enhance their abilities. Teachers will plan lessons so that pupils with SEND or any disability can access the learning wherever possible. Account will be taken of children with English as an additional language so they can be helped to develop their English and minimise difficulties accessing the curriculum.

As the school is concerned with a holistic approach to the curriculum, policies are produced to ensure appropriate provision and this is developed in the areas of PSHEE, including drug education, sex education, road safety, Internet safety and stranger danger.

Communication

Regular reviews will take place between the Subject Co-ordinators, Phase Leaders, Head of Lower School, Assistant Head Academic and the SENCO who will monitor children's progress and the curriculum delivery and content. The pastoral team develop the children's ready for learning mindset and emotional development with references to the Zones of Regulation.

Extra-curricular activities

It is our belief that exposure of children to a broad range of activities beyond what is possible in the classroom stimulates interest, improves diversity of skills and gives the children interests that they may well enjoy and benefit from through to adult life. A full list of the extra-curricular activities on offer is available from the school office each term and is subject to variation dependent upon staff's skills and interest and the availability of outside providers.

Spiritual, Moral, Social and Cultural (SMSC)

This is an important focus for the school and there is a separate policy for this. Our school encourages respect for the whole school community regarding the Equality Act 2010.

Governance

The Board of Governors receive a termly report from the Headteacher detailing pupil's performance in threshold, SATS style tests, and annually the Early Years Learning Goals data. Where children have taken senior school entrance tests these are also given to Governors.

Section 2 - Teaching and Learning

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' Teachers' Standards preamble DfE

Why?

Teaching and learning is the core focus of the school. Good teaching which promotes learning, higher order thinking skills, pupil's progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high-quality education. This will allow them to achieve their full learning potential. We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all our students. We aim to achieve senior school entry requirements that compare favourably with our competitors. We strive to provide a high standard of tuition and breadth of experience in sport, music, and the performing arts.

What?

Teachers should strive to deliver consistently 'good' and 'outstanding' 'lessons: and must follow the Teachers' Standards which are-

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

How?

We aim to support colleagues by providing quality school-based INSET and ensuring that personalised continued professional development is encouraged in accordance with the standards for professional development. Teachers often work collaboratively to ensure good practice, and they attend external training specifically linked to their professional development or towards the school's development priorities.

There is a need to involve pupils in planning and assessment: staff should provide opportunities for pupils to be made aware of why they are doing an activity, what they are expected to achieve and to evaluate their

own work. Individual targets give meaning to this process and appropriate challenges for each pupil can be set based on a teacher's knowledge of their ability.

Quality assurance will be in place through lesson observations, by Phase Leaders and Subject Leaders who will provide effective feedback for constant progression. The Headteacher and other senior staff will observe lessons as part of our professional development policy. Peer observations, work scrutiny, listening to the pupil's voice and learning walks, focusing on a specific aspect of teaching and learning, will also be regularly conducted.

Subject Leaders

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school or key stage.
- Produce annual action plans for their subject which are discussed at regular intervals in meetings with the Head, Head of Lower School and Assistant Head Academic.
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.

Senior Leadership Team

The SLT is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- To manage requests to withdraw children from curriculum subjects, where appropriate.
- To ensure that the school's procedures for assessment meet all legal requirements.
- To inform the governing board on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Parents

Parents are encouraged to support children's learning by:

- Ensuring that children attend school regularly, punctually, well-rested and in good health.
- Ensuring that children arrive at school wearing the correct uniform and bringing necessary equipment.
- Providing support for the discipline within the school and for the teacher's role.
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- Participating in discussions concerning children's progress and attainment.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress, and behaviour.
- Support the school's homework policy and give due importance to any homework.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Allowing children to become increasingly independent as they progress throughout the school.
- Informing the school of reasons for a child's absence.
- Actively supporting the Home-School Agreement.

Pupils

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;

- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected Behaviour Policy;
- Taking increased responsibility for their own learning.

Section 3 - Collective Worship and Religious Education

Why?

We are a Christian, caring community. As a Choir School Association member, the school's ethos is based on the teachings of Jesus Christ, that of love, compassion, tolerance, and care for others. This is reflected in the school's 'Charter of Values,' and is emphasised through morning worship in Matins services and school and Early Years assemblies led by the senior management team and on a rota basis by staff. The school engenders a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

What?

RSM aims to provide an education of considerable depth and breadth within a disciplined, happy and caring environment, which incorporates a tradition of choral excellence and Christian values. Through an emphasis on core values, we aim to develop a caring and understanding attitude towards other people. The school places an extremely high value on good relationships and developing inter-personal skills in our pupils to enable them to become responsible, adaptable, independent people in a changing world. At RSM we believe that all children should feel valued as individuals for who they are, not just for what they achieve. There are some circumstances where parents may wish to request a withdrawal from a particular part of a school activity. These may be to do with religious beliefs and assemblies, or sex education. If this is the case, they should contact the Assistant Head for Upper School and the Head of Lower School for Lower School.

The school is committed to a holistic approach to education and pupils should be reminded of the school's charter of values.

- Treat other people as you would like to be treated.
- Forgive.
- Always be honest, truthful and fair.
- Listen to each other.
- Be kind and helpful.
- Do your best to be your best self.

How?

The school Charter of Values underpins school life and is regularly discussed and referred to in lessons, in Upper School and Lower School assemblies and as part of our restorative approach to behaviour management. The charter of values also complements our focus on fundamental British values. P4C (Philosophy for Children) focuses on thinking skills and values and encourages children to be 'compassionately' critical and to enhance their own creativity. RE taught through topics and as stand-alone lessons introduces children to world Faiths.

'Think Space' a local Christian charity run annual sessions providing a welcoming space for children to consider 'big issues' for them and reflect on or pray for.

Conclusion

The aims of the Teaching and Learning policy and Curriculum Policy should be reviewed every year or when a new school development plan is produced.

Early Years Foundation Stage Curriculum Policy

I. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025.

We aim to provide an inclusive educational setting which values the whole child. We positively embrace the belief that all aspects of a child's development and individuality must be encouraged to flourish. This includes the child's gender, culture, race, religious belief and disability.

Overarching Principles:



Every child is **A Unique Child**, who is constantly learning and can be resilient, capable, confident and self-assured;

Children learn to be strong and independent through **Positive Relationships**;

Children learn and develop well in **Enabling Environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

Children develop and learn in different ways and at different rates.

4. Curriculum

At Reigate St Mary's we follow the Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage and the EYFS statutory framework that applies from September 2025. Every pupil will have access to a fully inclusive, rich, broad, well balanced and differentiated curriculum which recognises that every child is an individual.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. At Reigate St Mary's from Green Shoots (2 years +) upwards the children have a weekly Spanish session and Education for Social Responsibility (ESR), Philosophy for Children (P4C), Forest Schools and STEAM activities are integrated into the areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Children's learning is best supported through a well-planned curriculum. Staff plan activities and experiences, that include continuous and enhanced provision and adult directed learning to enable children to develop and learn effectively.

Staff plan activities and experiences for children that enable children to develop and learn effectively and reflect on the different ways they learn. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, using both the inside and outside environments, which challenge and engage the children. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The Characteristics of Effective Learning are integral to all we do.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Characteristics of Effective Learning:

Characteristics of Effective Learning	
Playing and Exploring	
ENGAGEMENT	Finding out and exploring Playing with what they know Being willing to 'have a go'
Active Learning	
MOTIVATION	Being involved and concentrating Keep trying Enjoying achieving what they set out to do
Creative and Critical Thinking	
THINKING	Having their own ideas Making links Working with ideas

We have developed 3 fun Characters, 'Have a go Hippo', 'Busy Bee' and 'Choosing Chimp' to embed the Characteristics of Effective Learning within our environment and provision and to bring the desired traits and behaviours that we want to encourage at Reigate St Mary's to life for the children. Stories, posters and soft toys are used to bring the Characteristics to life for the children in all classes. These characteristics follow the children throughout Key Stage 1, where they are joined by Reflective Rhino.

Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered. At Reigate St Mary's subject specialist teachers in Music, Spanish, Computing, Swimming and Physical Education work closely with class teachers to give an accurate picture of attainment.

5. Assessment

At Reigate St Mary's, ongoing assessment is an integral part of the learning and development processes, and we follow the Observing, Assessing, Planning cycle. Staff observe pupils in a variety of environments and learning situations to identify their level of achievement, interests and learning styles. All Early Years children are baseline assessed on entry to RSM or at the beginning of the academic year using teacher observations and RSM devised informal assessments; this information informs planning and is shared with the parents/ carers at the first parents' evening of the academic year. Staff also consider observations shared by parents and/or carers.

The development of each child is recorded using Tapestry Learning Journals and on the school's assessment continuum based on 'Birth to 5' which combined provide an accurate and detailed insight into the progress made by the individual.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of their child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At Reigate St Mary's at the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels (emerging)
- Meeting expected levels of development (expected)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We regularly post photos and videos of children learning on Tapestry.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, assessment continuum and EYFS profile, informs our formal reports, and helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Further information

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf>

Monitoring and Review of the policy

This policy will be reviewed and amended annually by the Head of Lower School and Assistant Head in association with the Senior Leadership Team.