



REIGATE ST MARY'S  
PREPARATORY AND CHOIR SCHOOL

# **CURRICULUM, TEACHING AND LEARNING AND COLLECTIVE WORSHIP POLICY**

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19 September 2021	18 September 2022
Name of staff member responsible for document Mrs Annette Wright, Deputy Head	

## 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 ensures the full-time supervised education for pupils of compulsory school age (construed 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.

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 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 does not undermine 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.

Pupils are positively encouraged to respect the fundamental British values of democracy.

### **How?**

Our philosophy is simple. We know our children. If 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 Early Learning Goals 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. The medium-term plans outline the knowledge, key skills and attitudes to be taught in each term. These are filed electronically and as a hard copy in the Workroom folders. Teachers write short-term plans on a weekly or daily basis. Some plans are produced as a team to ensure that each class in a year group has equal learning opportunities. Evidence provided by short term plans is required to show that teaching is supported by careful lesson planning and that ongoing assessment and monitoring of pupil performance is recorded and informs future planning through formative assessment. Recognition is given to the individual styles of teachers and teachers assume responsibility for producing short-term plans which are effective in line with the Teaching Standards.

3. An overview of the objectives for each subject are made available to the parents, on the Parent Portal, termly on the website on a jigsaw template.
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 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 will have a stunning start, marvellous middle and fabulous finish. Fundamental British values are taught through Assemblies and in the PSCHE curriculum and are embedded in planning 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 Co-ordinator of an academic subject department are responsible for the planning in their Department and each Phase Leader for their Year Groups. The Deputy Head and Head of Lower School are responsible for ensuring consistency, progression and continuity between Phase Groups.
8. At Reigate St Mary's we aim, within Personal, Social, Citizenship and Health Education (PSCHE), 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. 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 there should be a focus on this area of development, and it is called ESR. This incorporates the promotion of well-being, of understanding rights, of understanding responsibility, to gain relevant knowledge and relevant skills and identify the opportunities that will enable young people to be valuable and constructive members of society.

Each area of the curriculum has a separate policy. Every year the parents are invited into school for a Curriculum Evening, or this is virtual, so that they are fully informed about the year's teaching.

### **Subject provision and allocation**

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

### **KS1 and KS2 Allocations 2021 - 22**

	English	Maths	Science	Combined Humanities	Art/DT	Spanish	Mandarin	Computing	PE	Music	P4C	STEM	PSCHE	Drama	Circle Time
Yr1	5	5	2	3	1	1		1	2	1	1		1		1
Yr2	5	5	2	3	1	1		1	3	1	1		1		1
Yr3	6	6	2	3	2	1		1	3	1	1		1	1	1
Yr4	6	6	2	3	2	1		1	3	1	1		1	1	1
Yr5	5	5	2	3	2	1		1	3	1	1	1	1	1	
Yr6	5	5	2	3	2	1	1	1	3	1	1	1	1	1	

Our curriculum will be enhanced through educational and Residential visits, assemblies, and events. We will be adaptable in our locations, environments, and routines for learning. On Lower School the curriculum is enhanced through the Forest School on rotation. Thorough assessment of children's progress and tracking in the core subjects will take place and there will be regular parents' evening feedback (See the Assessment and Reporting Policy.) Form focus Meetings and Lower School Meetings will occur regularly and aim to negate invisible pupils. The Class Provision Maps are frequently reviewed and the children 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.

## **Special Needs and Disability (SEND) and Able children**

***(Please refer to a separate policy document for more information)***

All subjects are taught in accordance, and regarding, the school's SEND and EAL policies. Every child has different needs and therefore schemes of work and lessons are differentiated. We aim to give every child a suitable level of challenge and to have a positive approach to their learning.

Pupils with learning difficulties and disabilities stay predominately with their classes but have an additional curriculum working either one-to-one or in small groups with specialist staff and may have an individual support plan (ISP) or an educational health care (EHC) plan to support their specific needs.

The needs of able children will be met by producing stimulating work to enhance their abilities.

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 PSHE, including drug education, sex education, road safety, Internet safety and strange danger.

## **Communication**

Regular reviews will take place between the Subject Co-ordinators, Phase Leaders and the Deputy Head and Head of Lower School who will monitor children's progress and the Curriculum delivery and content. Regular liaison will take place with the Assistant Head Pastoral to ensure that parents are informed of their children's happiness to help ensure their continued academic progress.

## **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.

## **Governance**

The Board of Governors receives a termly report from the Headmaster detailing pupil's performance in threshold, SATS style tests. The Head of Lower School presents the Early Years Developmental Data to the Governing Body. 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 July 2011 (updated June 2013)*

## **Why**

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, and 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 knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to strengths and needs of the 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 where this is specifically linked to their professional development or towards the School Development priorities.

In addition, there is a need to involve pupils in planning, assessment and recording. The 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 Headmaster 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.

## **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 through whole school and Early Years assemblies led by the senior management team and on a rota basis by staff and pupils in their forms. The school engenders a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Through a Topic curriculum in Combined humanities a range of faiths are studied.

### **What**

Reigate St Mary's Preparatory and Choir School 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 Reigate St Mary's 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 Pastoral.

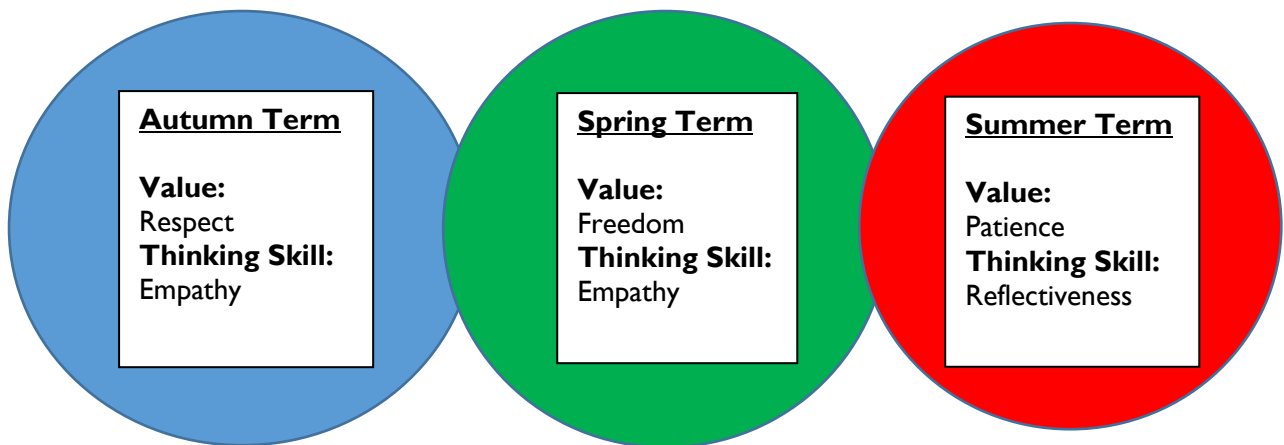
As the mission statement implies the school is committed to a holistic approach to education and pupils should be reminded of the school's charter of values.

- 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.

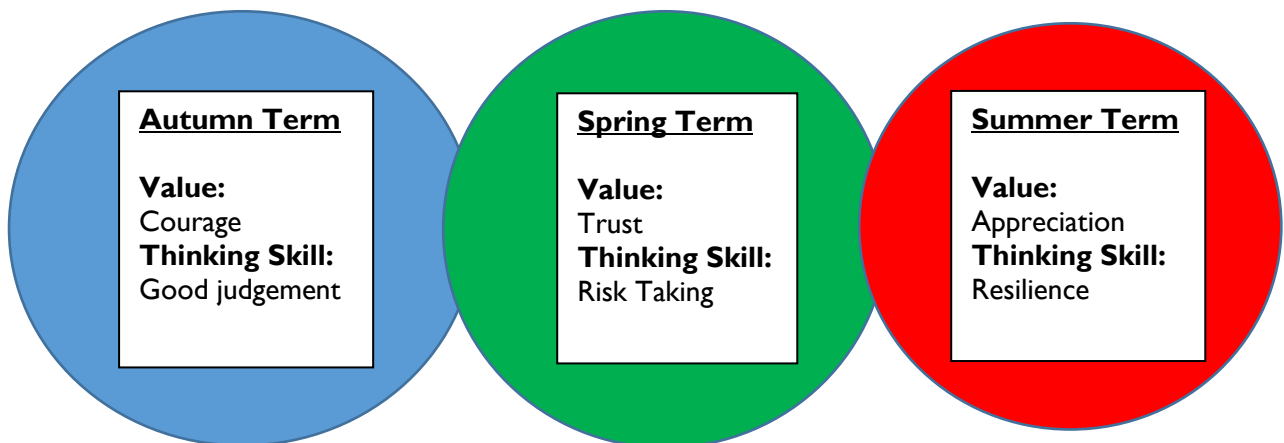
### **How**

The school has a two- year rotational termly emphasis on a value and thinking skill. These are embedded in all the subject areas. Our P4C (Philosophy for Children) subject area encourages children to be 'compassionately' critical and to enhance their own creativity.

## Values and Thinking Skills 2021 - 2022



## Values and Thinking Skills 2022 - 2023



The Upper School and Lower School assemblies underpin the ethos we endeavour to foster in the school. This is used to help children with their spiritual, personal, social and emotional development. Representatives from Christian groups are sometimes invited into the school to take assemblies and the children partake in a prayer space.

### **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.

### **Review of the policy**

This policy will be reviewed and amended by the Deputy Head once every year.