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Curriculum Policy

St Aubyn's School

All pupils have the right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual needs into account. St Aubyn's School aims to provide a secure and supportive learning environment within which pupils are encouraged to reach their full potential.

The curriculum refers to all the planned activities that we organise in order to promote learning, personal growth and development. Our curriculum underpins the aims and ethos of the School.

Aims

The general aims of the curriculum are as follows:

- To enable each child to reach his/her potential
- To deliver essential literacy, speaking and listening and numeracy skills
- To offer all pupils a programme of Religious Education
- To promote Fundamental British Values
- To prepare pupils for the future in an increasingly technology-dependent world
- To develop an inquiring mind and scientific approach to problems
- To develop pupils' inventiveness, creativity and performance skills
- To encourage physical and mental well-being and promote a healthy lifestyle
- Through personalised learning, to encourage pupils to become self-motivated and independent learners
- To encourage pupils to develop a positive attitude towards future schooling and lifelong learning
- To engender a sense of responsibility about their place in school, in society and as a citizen of the world
- To nurture understanding and tolerance of the diverse range of cultural, social and ethnic groups which make up our society.
- To establish a supportive partnership in which parents, carers, governors and staff share responsibility for the education of our pupils
- To promote spiritual development and acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base their own behaviour (St Aubyn's 10 promises)
- To prepare pupils for the opportunities, responsibilities and experiences of adult life

The curriculum at St Aubyn's not only includes the formal programme of lessons but also the vast range of co-curricular activities, trips and visits which serve to enhance the educational experience provided. Each subject area has specified time and resources to make its contribution to the curriculum as a whole. Cross curricular links are pursued where possible and desirable and lessons are given a relevant life context. It also includes the "hidden curriculum," those things that pupils learn from the way they are treated and expected to behave.

Organisation and Planning

The School's curriculum broadly follows the requirements set out in the National Curriculum. Within this we have the flexibility to provide an educational experience which is wider and deeper than that prescribed by the National Curriculum.

The School is divided into 3 departments, Pre Prep (including EYFS, Years 1 and 2) Middle School (Years 3-5) Senior School (Years 6 -8)

In Nursery and Reception (Pre Prep), the curriculum is designed to meet the criteria outlined in the EYFS framework. Specific learning objectives are designed around 3 prime areas (Communication and Language, Physical Development, Personal, Social and Emotional development) and 4 specific areas (Literacy, Maths, Understanding the World and Expressive Arts and Design). Pupils work to objectives outlined in these areas of learning. Pupils are also taught French from Nursery.

In Years 1 and 2 (Pre Prep) the curriculum broadly follows the statutory requirements outlined in the National Curriculum for Key Stage 1, although pupils in Year 1 where necessary, continue to work through objectives in the EYFS Framework.

In Middle School the curriculum broadly follows the statutory requirements outlined in the National Curriculum for Key Stage 2.

The Senior School: From Year 6 onwards all subjects are taught by designated subject specialists. As with the Middle School, the curriculum in Year 6 broadly follows the statutory requirements outlined in the National Curriculum for Key Stage 2. However, a specific curriculum has been designed to support preparation for school entrance tests and scholarship exams which are completed over the course of the year. Latin is taught from Year 6 onwards.

In Years 7 and 8 the curriculum has been designed to support preparation for school entrance tests and scholarship exams. The core subjects for these tests are English, maths, French and science. Where necessary, this will include aspects of the Common Entrance syllabus, which goes beyond the requirements of the National Curriculum. Latin is also taught. Where necessary, the Common Entrance syllabus may also be covered in the Foundation subjects. Foundation planning follows objectives set out in the Secondary National Curriculum as well as the Common Entrance syllabus. Through PSHE lessons and through visitors to the School, pupils are given the chance to consider different careers and ways to manage their own economic well-being in the future. The Young Managers Scheme also gives them first-hand experience of the employment process. Planning across the School is completed to an agreed format and contains detail of the work to be covered. In the Foundation subjects, this incorporates three levels of differentiation. Detailed short term planning is carried out for literacy and numeracy and, where appropriate, lists five levels of differentiation with activities which can be adapted where necessary by the class teacher/subject teacher to meet the needs of those needing extension or support.

Accessibility

The School seeks to meet the needs of all its pupils. The curriculum in our school is designed to provide access and opportunity for all pupils who attend the School. A variety of teaching and learning methods is used to suit the different needs and learning styles of individuals. Differentiated activities give all pupils the opportunity to learn and make progress whatever their ability.

If a child has specific needs, designated learning support staff may work with those pupils to meet these individual needs. This may be by providing in-class support or pupils may be withdrawn to provide small group or individual support where appropriate. These procedures are clearly outlined in the **Additional Learning Policy**.

Roles and Responsibilities

The curriculum at St Aubyn's is monitored by the Deputy Head (Curriculum) although responsibilities are delegated as follows:

Subject Leaders provide strategic direction for each subject, supported by the Subject Coordinators in each department. Across the School, Subject Leaders meet with the coordinators on a termly basis to review, assess and evaluate the success of each subject and enable further continuity and progression across the School as a whole. All subjects are thoroughly audited on a 2-3 year programme. All meetings and outcomes are monitored by the Deputy Head (Curriculum).

Heads of Department (Pre Prep, Middle, Senior) monitor planning and delivery of the curriculum on a day to day basis. Meetings with the Deputy Head (Curriculum) take place weekly and concentrate on specific curriculum issues.

In Pre Prep and Middle School, class teachers plan collaboratively to enable parity across the year group and are responsible for the successful delivery of the curriculum to their class. Nursery planning is completed by the Nursery teachers, in consultation with key workers. Senior School Planning is completed for all year groups by the Head of Subject or lead teacher in that year group.

Across the School, specialist teachers are responsible for the delivery of French, music, sport, computing (from Year 2), dance (from Years 3-5) drama (from Years 3-8) DT (from Year 3), and Latin (from Year 6).

In addition, all teaching staff adhere to procedures outlined in the set of **Curriculum policies** which can be found on the **School Website**

The Governors monitor the success of the curriculum at committee level and the Education Committee meets every year.

This policy is reviewed by the Deputy Head (Curriculum) on an annual basis.