

<b>Policy owner:</b>	Mrs C Porter
<b>Approving body:</b>	Board of Governors
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## Curriculum Policy

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St. Aubyn's School



## **Introduction**

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 their potential
- To take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan (in planning and schemes of work)
- To provide full-time supervised education for pupils of compulsory school age
- To deliver essential literacy, speaking and listening and numeracy skills
- To ensure pupils develop their knowledge, understanding and skills across the different areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)
- To ensure children develop as technologically competent individuals who are prepared 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 provide challenge and opportunities for all and promote self-belief
- 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 provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society
- To actively promote the Fundamental British Values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To not undermine these fundamental British values
- To engender a sense of social responsibility about their place in school, in society and as a citizen of the world
- To elevate environmental sustainability as a thread throughout the curriculum
- To remain balanced and impartial and to avoid partisan political views when teaching across the School

- To offer all pupils a programme of Religious Education and nurture an understanding and tolerance of the diverse range of cultural, social and ethnic groups which make up our society
- To promote spiritual development and acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base their own behaviour (linked to the St. Aubyn's promises)
- To provide personal, social, health and economic education which reflects the School's aim and ethos
- To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To establish a supportive partnership in which parents, governors and staff share responsibility for the education of our pupils

### **Organisation and Planning**

The School's curriculum is guided by the National Curriculum. However, 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 two departments, Pre-Prep (including EYFS, Years 1 and 2) and Prep (Years 3-6). Several specialist teachers teach across all departments.

**In Nursery and Reception (Pre-Prep)**, the curriculum is designed to meet the criteria outlined in the Early Years Foundation Stage framework. Specific learning objectives are designed around three 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. From Nursery onwards, pupils are taught French and music by specialist teachers. They are taught PE twice a week, by a specialist teacher or class teacher.

**In Years 1 and 2 (Pre-Prep)** the curriculum is guided by, but not limited to, the 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. From Year 1 onwards, Computing lessons (including e-safety) are delivered by a specialist teacher in the ICT suites. Pupils in Year 2 are taught drama by a specialist teacher for half of the year and DT is taught to Years 1 and 2 by a specialist teacher for one term a year.

**In Prep (Years 3-5)** the curriculum is guided by, but not limited to, the requirements outlined in the National Curriculum for Key Stage 2. Pupils in Prep continue to have drama lessons. Dance lessons further enhance the PE curriculum. In addition to art, DT is taught in all three terms, however, in Years 3 and 4, pupils will be taught by a specialist teacher for

one of these terms. Pupils in Year 5 receive specialist DT teaching in all three terms. Reasoning lessons are taught from Year 3 upwards.

**Year 6:** From Year 6 onwards some subjects are taught by designated subject specialists. As with the Years 3-5, the curriculum in Year 6 is guided by, but not limited to, 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 for one term, with an introduction to other languages for the remaining two terms (including Spanish).

Pupils have lessons dedicated to Education for Social Responsibility in Years 2, 4 and 6, covering topics such as ethical trading, fulfilled lives, ecosystems, climate change, water scarcity, biodiversity and the finite planet. These are further enhanced by the broad range of weekly themes that are discussed in assemblies across the whole school.

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.

- The School has many co-curricular activities running per term, including choirs, orchestras, sports teams, wellbeing, current affairs and Cadets
- Music Theory lessons are provided by the School for pupils showing a particular aptitude in music
- There are annual residential trips for all pupils in Years 4, 5 and 6
- Pupils in Nursery, Reception, Year 2, Year 4, Year 6 take part in annual stage productions
- Each year group has one educational visit (or workshop in school) per term
- The School provides the timetabling and facilities for L.A.M.D.A and instrumental music lessons (*optional and paid for by the parents*)
- There is an annual ski trip or sports tour arranged for pupils in Year 5 and above (*optional and paid for by the parents*)

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.

Planning across the School is completed to an agreed format and contains detail of the work to be covered. Long term plans are reviewed annually and form the basis of the Curriculum Directory.

### **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 SEND (Special Educational Needs and Disability) Policy.

### **Roles and Responsibilities**

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

**Subject Leaders** in each department provide strategic direction for each subject. Across the School, Subject Leaders meet 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 rolling programme. All meetings and outcomes are monitored by the Deputy Head (Academic).

**Heads of Department (Pre-Prep and Prep)** monitor planning and delivery of the curriculum on a day-to-day basis. Meetings with the Deputy Head (Academic) take place bi-weekly and concentrate on specific curriculum issues.

**In Pre-Prep and Prep, class teachers** plan collaboratively (Years 3-5) 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. Year 6 planning is completed by the Subject Leads (maths, English and science) or class teachers in that year group. Specialist teachers plan their own subjects across the school.

**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 (Academic) on an annual basis.