

KELLY COLLEGE PREPARATORY SCHOOL **CURRICULUM POLICY**



Introduction

A BROAD curriculum is offered so that it introduces each pupil to a wide range of concepts, experiences, knowledge and skills. The curriculum is made relevant through meaningful cross-curricular links.

The curriculum is BALANCED so that each area of the curriculum is allowed sufficient time for its contribution to be effective.

RELEVANT subjects contribute to a sound general education preparing pupils for further opportunities and responsibilities.

The curriculum is DIFFERENTIATED so that what is taught, and how it is taught is matched to individual pupils and develops their abilities and aptitudes.

Aims and Objectives

- To cater for the needs of individual children of both sexes and from all ethnic group and social groups including the most able and those who are experiencing learning difficulties
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop into independent, responsible, confident members of the community.
- To create and maintain an exciting and stimulating learning environment.
- To ensure continuity and progression.

Curriculum Planning

Subject planning is based on the National Curriculum, the Primary Framework and QCA guidelines, however experiences are offered above and beyond those. Quality curriculum planning is essential to ensure that the strands outlined in section 1 are fully catered for.

Long term plans in all subjects and stages are produced by the subject co-ordinator and should be reviewed annually at the end of the Summer Term, before the next Academic Year. Subject leaders are responsible for monitoring the planning and delivery of their subject across the year groups.

Medium term plans are written by the individual teachers and should be given to the subject co-ordinator at the beginning of term. This enables the expertise of coordinators to be used where appropriate.

Plans should be submitted on the agreed planning formats.

Medium term plans should be reviewed at the end of each term and plans amended accordingly. Planning should:

- Identify clear lines of progression within each of the subjects to be taught;
- Identify appropriate teaching methods, classroom organisation and assessment procedures as well as content;
- Be undertaken for the long, medium and short term
- Cross curricular links are planned for all year groups at the termly curricular overview meetings
- Parents are informed about the curriculum each term through the curriculum overview sheets which are issued at the start of each term.

Organisation

Pre-Prep

Pre-Prep children are taught their curriculum by a class teacher with specialist teaching for P.E, Music and ICT in Reception and Year 1 and the addition of French and Swimming for Year 2.

Prep

Year 3 sees the beginning of specialist teaching, with the class teacher still responsible for core subjects.

From Years 4-5, subject specialisation is introduced, as subject knowledge is a critical factor at every point in the teaching process.

Teaching techniques and strategies

The teacher must be clear about the learning goals before deciding on the appropriate organisational strategy. Learning support is offered to children who need it, either on an individual or small group basis. It can be for areas of difficulty in English or Mathematics. Pupils who have been identified as Able or Talented are also offered individual or small group tuition. Teachers need to have appropriate expectations of all the pupils, whatever their abilities.

Pupils should encounter a purposeful and orderly classroom which encourages a high level of interest. They should work within a clear and consistent framework of values. The pupils should experience supportive relationships between teacher and pupil and pupil and pupil.

Where there are two classes within a year group, English and Mathematics are set so that pupils can be placed in a particular ability group for a particular subject. All other subjects, with the exception of French are class taught and therefore mixed ability. French has been timetabled to allow those pupils who need learning support for English to receive this when the rest of the class is studying French. The pupils are taught through whole class teaching and group work.

Assessment, Reporting and Recording

Reference should be made to the separate policy on assessment, reporting and recording.

Presentation

It is important that teachers establish clear ground rules for work and behaviour. Pupils need to be trained in the ways of working to be adopted. Reference should be made to the separate policy on presentation.

Marking

Attention is drawn to the separate marking policy and feedback to pupils on completed work should be evaluative and critical.