

Talbot House Preparatory School

Curriculum Policy

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Introduction

The Curriculum Policy must be read in conjunction with the whole school's Learning and Teaching Policy.

The curriculum at Talbot House Preparatory School firmly supports the school's aims and ethos, from which a culture and philosophy is generated that supports the overall development of all involved in the school community. THPS is committed to ensuring that the curriculum is broad and balanced, and that the needs of all pupils, including those in the Early Years Foundation Stage (EYFS) are provided for, regardless of their abilities, gifts and talents. The curriculum gives the children a wide range of educational experiences and all pupils are encouraged to make progress and fulfil their potential. Consequently, support is given to each pupil to allow every child to strive for the highest levels of which they are capable.

The school's curriculum includes all those activities designed to promote the intellectual, personal, social, moral, spiritual, cultural and physical development of our pupils. It prepares them for the opportunities, responsibilities and experiences of adult life. The curriculum includes not only the formal programme of lessons and extra-curricular activities and events, but also the 'hidden' curriculum that promotes the values and ethos of the school at times such as assemblies, on school visits and residential trips, at breaks and lunch times. As a result of this, the school promotes the Every Child Matters (ECM) outcomes of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Principles

The curriculum is designed to provide:

- Breadth – of subject matter and learning experience
- Balance – between styles and areas of learning
- Relevance – to the needs of the individual
- Coherence – between areas of learning and long, medium and short term planning
- Equality of opportunity and access – removing barriers to learning and assessment through setting suitable learning challenges which respond to diverse learning needs

Aims

- To provide full time supervised education for pupils of compulsory school age which give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils who might have a statement of educational needs. Where there is a statement we provide an education that fulfils its requirements.
- We provide for pupils to acquire skills in speaking and listening, literacy and numeracy.
- To provide personal, social and health education, which reflects the school's aims and ethos
- To provide all pupils with the opportunity to learn and make progress.
- To provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

- To provide a programme of activities appropriate to the educational needs of those children below compulsory school age in relation to their personal, social, emotional and physical development, and communication and language skills.
- To provide a broad and stimulating curriculum which encourages a love of learning that goes beyond what is taught and that will last a lifetime.
- To help each child to achieve their potential and inspire them to achieve their personal best in all areas of school life.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To encourage pupils to become self-motivated learners and confident communicators.

The above aims have implications for the ways that we plan, teach and assess. For example, we need to consider the best ways:

- To provide a broad, balanced and relevant curriculum with equal entitlement for all our pupils;
- To monitor effectively the progress of all our children and make effective use of exams and tests, such as GL Assessments (Progress Tests in English, Maths, Verbal Reasoning and Non Verbal Reasoning) and Rising Stars PiRA, PUMA and GAPS.
- To set suitable learning challenges and targets for all children.
- To provide appropriate support for children who are recorded as Children with Particular Needs
- To provide useful assessment to pupils and their parents, including constructive feedback on achievements and suitable targets or next steps.
- To support SLT in their roles of leading, managing and monitoring their curriculum areas.
- To review and develop our curriculum.

Currently, our curriculum includes:

Art
English
French
Geography
History
I.T
Latin
Mathematics
Music
PE
Performing Arts
Science
Swimming
Values and Beliefs
PSHE (RSE)

The Use of ICT

ICT is embedded across the curriculum in a number of ways. All staff use ICT to prepare and deliver lessons and all children utilise ICT in all subjects making use of their Chromebooks.

Monitoring and Review

The responsibility for the school curriculum in subject areas lies with the teachers and SLT. This includes producing policies, monitoring planning, observing staff and scrutinising books/work where appropriate. SLT are assisted by the Head who oversees the monitoring of the whole curriculum, ensuring that the aims are being met.