



Reviewed (LMW) March 2017

This policy has been designed in line with the school's Ethos and Aims.

St. Michael's will provide a stimulating and balanced curriculum which will provide age appropriate learning for all its pupils in a nurturing and supportive environment in partnership with parents. It should be read in conjunction with other academic policies, including the Teaching and Learning; Marking; Homework and the individual departmental policy documents. This policy also refers to provision for the EYFS setting.

The points below outline St. Michael's Preparatory School's curricular policy in relation to the DCSF Regulations Standard 1 (Curriculum), pursuant to the Education Act 2002 (UK) and its subsequent amendments.

St. Michael's curriculum provides for the following:

- 1. The full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.***
- 2. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.***
- 3. Pupils to acquire skills in speaking and listening, literacy and numeracy.***

Years 1 – 5 (Pre-Prep, Junior & Middle School sections)

In Years 1-5 the pupils will follow the curriculum outlined in the school's long-term and medium-term planning documents which are largely informed by the Key Stage 1 (KS1) and Key Stage 2 (KS2) components of the National Curriculum (September, 2014). However, we have the independence to offer academic opportunities beyond the National Curriculum, or to exclude or adapt elements of it.

This will be achieved by teaching the following subjects:

English (including phonics); mathematics; science; history; geography; religious education (RE); music; drama; craft, design and technology (CDT); art; physical education (PE), including swimming; and personal, social, health, education (PSHE).

One example of where we go beyond the National Curriculum includes offering extra games lessons. At St. Michael's School we are proud to be able to offer additional time for the provision

of creative arts. Pupils currently receive a weekly minimum of 2 lessons each in Art, CDT and Music.

For a more detailed explanation of topics covered within the subjects, please refer to the school's long-term curriculum plans available to current parents via the portal.

Some of the study areas available as options to the teachers, for example in History, Geography and other subjects, may be changed by teachers in the school so that pupils study areas of the teacher's choice and design as long as the key skills continue to be taught at age appropriate levels.

The curriculum in these years may well be broader than the National Curriculum. For example the learning of French will begin in Year 3 and carry on throughout the school.

Additional time will be given to the creative arts such as Music, Drama, Art and CDT, and also to physical development where each year group will receive as a minimum 6 lessons a week of physical activity and shall include one session of swimming and one of PE. Other sessions will include teaching to encourage both physical co-ordination and the development of skills in the major sports at suitable levels for the age of the children.

Year 5 & 6 (Middle School)

St. Michael's draws upon best practice from the existing CE syllabus, including Latin and Spanish, the Key Stage 3 National Curriculum or other curricula, such as the Prep Schools' Baccalaureate (PSB) to inform the curriculum in these year groups.

The school remains committed to preparing pupils for whichever entry examinations or final assessments are required. These will include Pre-tests for Year 7 or Year 9 entry, such as the Common Pre-test, or Common Entrance for those schools which demand it.

Years 7 – 8 (Senior Section)

In Years 7 – 8 the majority of pupils will continue to follow a curriculum increasingly informed by the Common Entrance (CE) syllabus and/or the criteria set by individual secondary schools.

Preparation for entry tests for other schools will continue to be provided for those pupils who need it. In Year 8 this will include preparation for any academic and non-academic scholarship examinations as appropriate to individual pupils.

This will be achieved by teaching the following subjects:

English; Mathematics; Science; History; Geography; Religious Education (RE); French; Music; Drama; Craft, Design and Technology (CDT); Art; Physical Education (PE), Swimming; and Personal, Social, Health Education (PSHE).

As with Years 1-4, pupils in Years 5-8 will also benefit from extra curriculum time in games and the creative arts.

In addition, most pupils will be expected to learn Latin & Spanish from Year 5. Based on results in Year 5 and intended secondary schools pupils will learn **either** Latin or Spanish in Years 6-8. Pupils not taking either Latin or Spanish will follow a timetabled non-Latin course, known as 'Core Skills Plus'. This course constitutes extra Maths, English and Study Skills. The teacher responsible is the SENCO (Special Educational Needs Coordinator).

In Year 8, an opportunity will be given to pupils to study for appropriate scholarship examinations. These are usually taken earlier in the year (March) than the CE exams (June) and the pupils will therefore have to be prepared earlier and be asked to follow the planned CE curriculum thereafter.

4. Where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England which follows the curriculum of another country.

Arrangements will be made for those pupils who have English as an additional language (EAL).

Extra 1:1 support focusing on the skills of verbal and written English will be offered to EAL pupils. This could take place either within or outside of the school timetable, the cost of which is to be borne by the parents.

5. Where a pupil has a Statement of Special Educational Needs (or Education and Health Care Plan), education which fulfils its requirements.

Pupils who are able to satisfy the usual criteria for entrance but who require additional support, or have special educational needs (SEN), are welcome within the school. The school will do everything it reasonably can to ensure that the requirements for these pupils' learning are met.

Please see the Special Educational Needs (SEN) policy for further information.

These pupils will be given additional support, as appropriate, either through being withdrawn for 1:1 or through small-group work, or through 1:1 or small-group support within the classroom.

The school offers support to weaker learners in Years 7 & 8 through the Core Skills Plus programme.

The content and structure of lessons for pupils requiring learning support will be planned in conjunction with the SEN department and the form teachers, and through consultation with the pupils' IEPs.

Consultation with parents and outside specialists, such as Educational Psychologists, will also be sought and followed where appropriate, the cost of which will be covered by parents.

6. Personal, Social and Health Education (PSHE) which reflects the school's aims and ethos.

A Pastoral Care Policy which covers the key features of social and cultural education required for pupils to be prepared for the opportunities and responsibilities of life outside school and within the school community. This includes individual, or collective, discussion on choosing and preparing for the right choice of senior school. (See separate PSHE policy).

The school actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in a number of ways.

We ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes.

To promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety:

All pupils discuss the school's Code of Conduct as well as specific classroom rules and focus on reasons for the need for such rules and the implications of life without such rules. In an age appropriate manner, parallels are drawn with society and the role of public institutions such as the police.

To promote an understanding that the freedom to choose and hold other faiths and beliefs is protected in law and to promote an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour:

We use teaching resources from a wide variety of sources in the teaching of Religious Education to help pupils understand a range of faiths and undertake trips to various places of worship including Synagogues and Mosques as well as invite speakers from different cultures and faiths into the school to speak. This has included members of the community who celebrate Diwali or Hanukkah. (See Separate R.E. Departmental Policy).

To promote an understanding of the importance of identifying and combatting discrimination:

We teach as part of our PSHE programme that an individual cannot be discriminated against because of race, colour, gender, sexuality or political views and that there are specific rules against this discrimination in Jersey.

7. Appropriate careers guidance for pupils receiving secondary education (ie Years 7-8).

As part of the PSHE curriculum pupils in Years 7 & 8 will be taught appropriate skills and knowledge to help inform them of the world of work beyond the school environment. This will

include helping them to recognise their relative strengths and weaknesses in the classroom and how to use and address them.

Pupils also receive guidance through visiting speakers or groups and through educational visits to sites or in-school careers workshops (Headmaster's Enrichment Week), where pupils can experience or enquire into the world of work.

-Pupils' attention will also be drawn to the world of work at appropriate points in their subject learning. For example, the role of archaeologists and archivists is highlighted during the history syllabus; the role of hydrologists and town planners is referred to in geography; the benefit of understanding Latin for certain careers is highlighted in Latin lessons.

8. Where the school has pupils below compulsory school age, a programme of activities which is appropriate to their needs.

Reception Year (YR or EYFS)

In the Reception year (YR / EYFS) the curriculum will cover the seven areas covered by the early learning goals and educational programmes:

- Communication and language;
- Physical development;
- Personal, social and emotional development;
- Literacy;
- Mathematics;
- Understanding the world.
- Expressive arts and design;

More information is provided in our Early Years Foundation Stage (EYFS) policy.

9. All pupils to have the opportunity to learn and make progress.

The School will provide both parents and pupils with information upon which to make considered choices for the selection of an appropriate senior school when pupils leave at the following points in their school career:

During Year 5, this is delivered through Parents' Evening consultations. At the end of Year 5 the school hosts a 'Next Steps' meeting followed by individual parent-teacher consultations, according to the needs of an individual pupil.

During Year 6, it is delivered through Parents' Evening consultations in the Lent Term and through ongoing communication with parents until the right destination school has been found.

During Year 7, it is delivered through Parents' Evening consultations in the Michaelmas Term and through ongoing communication with parents until the right destination school has been found..

During Year 8, it is delivered through Parents' Evening consultations in the Lent Term and through ongoing communication with parents until the right destination school has been found.

Assessment for Learning (AFL) and other effective target-setting will be used regularly following written and oral assessment of pupil progress. This will help to inform both pupils and parents how future progress can be enhanced. Evidence of this can be found in pupils' exercise books, pupils' reports, IEPs, and whole-school tracking documents which are updated ahead of Parents' Evenings and following individual parental consultations.

The school will evaluate learning by reference to a range of appropriate data, such as CAT scores, Group Reading Tests, Single Word Spelling Tests, externally marked '**GL Assessments**' in English and Maths, internal examination results, and interim and end-of-term, or end-of-year assessment documents. These can then be compared to appropriate data from other independent schools, national schools data and patterns identified from previous school records.

The school is committed to providing appropriate feedback of each pupil's attainment to parents in line with the school's Assessment and Reporting Policy.

Feedback will be given through Assessment Grades, parent consultation meetings and end of term, and end of year, reports. However, more immediate contact with parents will be made where necessary.

The school will ensure that the quality of teaching, resources and teaching environments is suitable for the purpose of education.

10. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Through the school PSHE programme pupils, particularly in Years 7 & 8, are introduced to or have the opportunity to discuss and learn more about the responsibilities and experiences of adult life.

This is supported through age-appropriate assemblies, often involving guest speakers or groups, and section-led events, such as the Year 5 & 6 Business Challenge and the Year 7 & 8 Team-Building Exercise and Headmaster's Enrichment Week.

Pupils also have the opportunity to develop in this field through trips, especially residential trips, such as the Activities Week for Years 5,6,7 and 8.

Other relevant or related policies and documents:

- Teaching and Learning Policy
- Marking Policy
- Homework Policy
- Departmental Policies, including PSHE and EYFS