



Curriculum Policy

Curriculum Overview

Loyola Preparatory School recognises the entitlement of pupils to receive a broad and balanced curriculum but whilst referring to the National Curriculum does not necessarily follow all of its requirements. The additional requirement to prepare pupils for independent school entrance and scholarship examinations will be reflected in curriculum provision.

The curriculum will provide the following:

(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

Linguistic This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, except for foreign national schools whose pupils are all temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.

Mathematical This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological There is no wish to be prescriptive about how schools develop a curriculum to teach technological skills and it is recognised that some schools would not wish to teach some of the aspects below; for example, ICT. A wide range of examples is quoted to enable schools to meet the regulations. Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.

Physical This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

(b) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;

(c) that pupils acquire speaking, listening, literacy and numeracy skills;

(d) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;

(e) where a pupil has a statement, education which fulfils its requirements;

(f) personal, social and health education which reflects the school's aim and ethos and actively promotes fundamental British values;

(g) in Kindergarten and Reception I and II where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

(h) that all pupils have the opportunity to learn and make progress; and adequate preparation of pupils for the opportunities, responsibilities and experiences of adult.

1. Early Years Foundation Stage:

In Kindergarten and Reception I and II, the school follows the Early Years Foundation Stage structure for the learning, development and care of pupils below the age of five.

2. The National Curriculum:

The school does not formally follow every aspect of the National Curriculum for pupils from Year 1 onwards, but takes due note of revised statutory frameworks for literacy and mathematics. The school aspires to go significantly beyond them by the end of KS2.

3. The school's curriculum includes a large variety of wider opportunities beyond academic classroom-based lessons. We place a high value on out-of-classroom learning opportunities, including educational visits. All year groups go on at least one trip a term. Examples include:

Kindergarten and Reception I and II to Willows Farm, Pre-Preps I and II to Royal Gunpowder Mills, Prep and Elements to Windsor Castle, Figures to the Royal Observatory and Rudiments to Parliament and the London Eye. Outside activities regularly come into school, such as Hurricane Productions, Kinetic Science Theatre and Lego Workshop. A wide variety of extra-curricular activities support pupils' wider experience and learning in sports, engineering, art, instrumental and choral music and French. In 2015 Latin was introduced in Rudiments and Figures along with Classical Studies in Rudiments.

4. The Loyola curriculum is designed to meet the needs of, and to provide appropriate stretch and challenge for all its ability groups. It often goes well beyond nationally expected levels of providing pupils with the skills, concepts and techniques required for selective procedures at 11+.

5. A key aim of the school's curriculum is to develop pupils' knowledge and skills in a way that is appropriate for the twenty-first century. The school has invested heavily in ICT hardware and software, and this is a significant developing area. All classrooms have interactive whiteboards, and all pupils have access to Ipads and to a dedicated ICT suite. Software developments include investment in core curriculum and the development of the school's network system.

6. There is coordination between the curricula of the Early Years, KS1 and KS2 to ensure a smooth transition for pupils. A number of teachers teach across KS1 and KS2 – for example, the Headmaster teaches History from Pre-Prep 1 to Rudiments and the Head of Curriculum RE spends 3 lessons a week in Pre-Prep 2. The Geography Co-ordinator teaches in both Key Stages. There are also pupil links where the class of Rudiments "Buddy" with E.Y.F.S..

7. The school actively works to meet the needs of all learners, so that every pupil has the opportunity to learn and make progress. Excellent staff-pupil relationships are one of the real strengths of the school which sets a context for individual attention and support. Teaching assistants play a key role throughout the school. Pupils with learning difficulties are supported throughout by class teachers, teaching assistants, support teachers and the Special Needs staff.

8. Personal, social and health education has a key place in the curriculum, which includes wide opportunities for pupils' spiritual, moral, social and cultural development and follows the advice of *Improving the Spiritual, Moral and Social Development of Pupils: supplementary information DfE November 2014*. Much of this is embedded in every day practice with younger pupils, where a focus on consideration, behaviour, and working together is a real strength of the school. At KS2, pupils take part in weekly PSHE and citizenship lessons. The whole school including parents joins together for Mass and Assembly once a week. The promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs is embedded in the school mission statement, within the school's anti bullying and behaviour policies, within

class discussions as part of general curriculum teaching, specifically within PSHE classes incorporating visits by civic authorities to school and such as the annual Rudiments visit to Westminster Palace and in the proceedings of the school council.

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