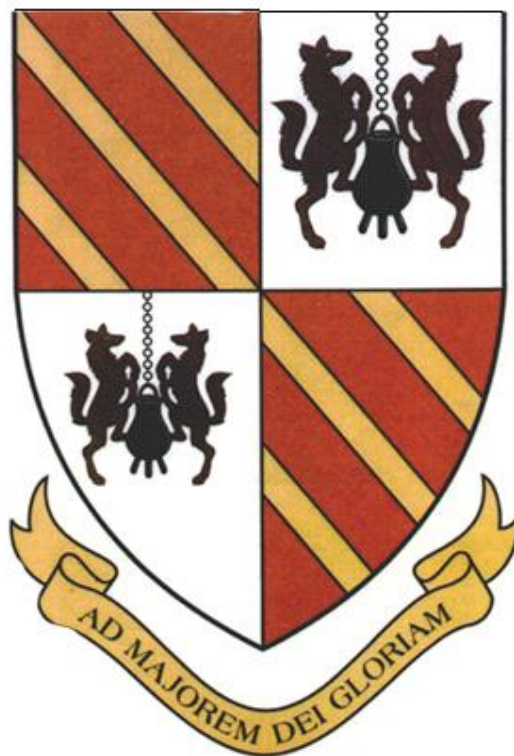


Loyola Preparatory School Policy for Curriculum

“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”



***Ad Majorem Dei Gloriam
To the Greater Glory of God***

Curriculum Policy

This policy applies to all pupils at Loyola Preparatory School including those in Early Years Foundation Stage.

One of Loyola's principal aims is to provide a full time 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. Subject matter is provided for each pupil, appropriate to his age and aptitude to ensure that he fulfils his academic potential. The curriculum encompasses the best of academic tradition, with its emphasis on depth and rigour, as well as other courses designed to prepare our pupils for the increasingly complex challenges of the modern world. The range of extra-curricular activities and the arrangements for pastoral care give each individual pupil the opportunity to develop a range of talents and to grow in self-confidence.

Aims

Loyola seeks to balance breadth and depth in learning for its pupils. It is hoped that pupils gain an interest and enjoyment in learning, and develop skills to make this a life-long engagement. The aim is to engender enquiring minds, the facility to think independently, to learn and work co-operatively through the active engagement of the pupils. Underpinning the curriculum, therefore, are the two key areas of knowledge and transferable skills: the process of learning is as valuable as the outcomes. In this way, the curriculum should be flexible and relevant through changing circumstances. The curriculum reflects the society in which we live and prepares pupils for future, as well as present challenges. It also aims to give pupils a good understanding of their cultural, historical and linguistic heritage. The curriculum is designed to be purposeful, accessible for all, stimulating and provide opportunities for pupil achievement. Subject curricula should illustrate continuity, differentiation and a sense of progression.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his teacher assesses this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for an EHCP and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

Arrangements

Within the three sections of the school (EYFS [3-5], Pre-Prep KS1 [6-7], Prep KS2 [8-11]), there are detailed schemes of work to highlight curriculum development within each section and to ensure continuity for pupils moving to the next section.

In Kindergarten and Reception the curriculum is based on the EYFS. Here the curriculum follows the seven areas of development – three prime areas and four specific areas.

Prime Areas

Prime areas are fundamental, work together, and support development in all other areas.

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.

Specific Areas

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy.

- Mathematics.
- Understanding the World.
- Expressive Arts and Design.
- Language (Spanish is taught from Reception).

The children relate to people and things through the *characteristics of effective learning*, which move through all areas of learning.

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

The balance between child and adult led activities is judged by the Foundation Stage Team and gradually becomes more structured in preparation for Year 1.

Pre-Prep (KS1)

From Year 1, pupils are introduced to the concept of different subject areas of study: English – literacy, language and drama, Mathematics, RE, PSHEE, Science, History, Geography, Art, Design, Music, Computing, PE and Games. Certain distinct skills are sometimes taught in small groups i.e. phonics, reading and handwriting, as well as specific topics of mathematics.

Pupils are also encouraged to become more independent as they develop their questioning and thinking skills plus reinforce their collaboration, independence and confidence.

Prep upwards (KS2)

The KS2 curriculum gives the pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. There is a common curriculum for the pupils to follow: English, Mathematics, Science, Spanish and Latin (from Figures for the Higher attaining pupils), History, Geography, Music, Religious Education, PSHEE, ADT, Drama, Physical Education (including swimming, tennis & hockey) and Games.

There is an additional requirement to prepare pupils for the independent school entrance and the scholarship examinations will be reflected in curriculum provision.

The school's curriculum includes a larger 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. Outside activities also regularly come into the school such as Kinetic Science Theatre group.

There is co-ordination between the curricula of EYFS, KS1 and KS2 to ensure a smooth transition for pupils. A number of teachers teach across the phases which ensures that there is a good knowledge base of the individual pupils which also aids with continuity within the transition process. Teaching assistants also play a key role throughout the school and it is the excellent staff-pupil relationships which are one of the real strengths of the school and sets a context for individual attention and support.

Curriculum policy requirements

Our curriculum Policy requires us as teachers to ensure that we enable each boy to:

- Read fluently with understanding, feeling and enjoyment.
- To write legibly and with a satisfactory standard of spelling and punctuation.
- To communicate clearly and confidently in speech and writing for various occasions and purposes.
- To listen attentively and with understanding.

- To acquire information from various sources and to record information and findings in various ways.
- To develop an awareness of self, and sensitivity to others; acquiring a set of moral values and the confidence to make and hold valid moral judgements; distinguishing fact from opinion; be aware of gender and multi-cultural issues; recognising prejudice, bias and superstition and to develop habits of self-discipline.
- To understand mathematical language and concepts in order; to extend understanding through process of enquiry and experiment; to successfully manipulate them and apply them in various situations in home, school and local area; to appreciate the structure of mathematics and the nature of number; and to be aware of the applications of mathematics in the world.
- To understand what is meant by British values, as seen in its Language, Laws, Literature, Culture and History. Teachers are required to ensure this is enabled through the active promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths, beliefs and English Civil Law. To encourage boys to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

They incorporate elements which contribute to assessments and comparison over time thereby providing:

- Information which teachers can use in deciding how a boy's learning can be taken forward.
- Teachers with a means of identifying the need for further diagnostic assessments for particular boys where appropriate to help their educational development.
- Overall evidence of the achievements of a boy and of what he understands and can do;
- To deliver the curriculum using a full range of teaching methods including visionary, auditory and kinetic stimuli;
- To master basic scientific ideas and methods;
- To know about geographical, historical and social aspects of their wider environment and the national heritage and culture;
- To be aware of other times, places, cultures, religions and races to and to recognise links between local, national and international events and their importance for them as an individual within society; to be aware of Christian beliefs and their importance in shaping our current society;
- To be able to use various art forms, craft and design skills as means of expression, using a variety of materials and methods. To be aware of art and design in the environment both past and present.
- To be aware of the effects of, and be able to make use of new technology in a rapidly changing society;
- To develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement and drama; to swim and to develop an understanding of the body. We will develop the boys' understanding of the body, its workings and the requirements of good mental and physical health and nutrition. To be aware of the effect on health of medicines/drugs such as solvent abuse, smoking, alcohol and drugs;

- To appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instrument; to be aware of and value great music of past and present; and develop of critical sense with regard to music;
- To understand the value of achieving happiness for him and others and that both may be achieved by contributing to society and others.
- To understand the responsibilities he has to ensure he cooperates with those around him and where his behaviour is incompatible with this, accept that the Head/Governors have the duty to discipline, suspend and ultimately to exclude him from Loyola to protect the interests of the remaining boys in the school.
- Aggregated information about boys' achievements which can be used as an indicator of where there needs to be further effort, resources or changes in the curriculum;
- Helpful communication with parents about how their son is doing; and with the Headmistress and relevant members of staff;
- A basis for professional development, in the process of carrying out systematic assessment, recording attainment and moderating the outcomes in discussions with other teachers in the school. This will be a valuable basis for teachers to evaluate their own work and gain access to new thinking;
- Our scheme of work takes into account the continuous nature of education, having regard for the experiences the boys will have had before entering the school, and those anticipated after they leave.

Inclusion and Differentiation

Children with Specific Educational Needs and Disabilities (SEND) will be given support as appropriate to enable them to benefit from the curriculum, details of which are found in the Loyola SEND Policy.

Teachers should set high expectations for all pupils through high quality teaching as described in the SEND Code of Practice. They should plan to challenge more able pupils and set appropriate targets for pupil's requiring support. Due attention will be given to pupils with specific learning difficulties in consultation with the Head of Learning Support and to the content of Individual Education Plans and One Page Profiles.

Teachers should take account of their duties under equal opportunity legislation (Equality Act 2010). Lessons should be planned that ensure that there are no barriers to every pupil achieving in line with recommendations from the SEND Code of Practice. Extra support and intervention are provided as necessary in line with the SEND Code of Practice.

Access arrangements will be taken into account as advised by the Head of Learning Support and in line with the pupil's IEP and the school's Disability Action Plan where applicable.

Pupils for whom English is an additional language are not regarded as having special educational needs solely because of learning differences. Planning should take account of their diverse needs and careful monitoring should occur of each pupil's progress. The ability of pupils to take part in the curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities that help pupils develop English and should aim to provide support to enable them to take part in all subject areas.

Monitoring and review

The Head has overall responsibility for the curriculum and will be fed back to by the Curriculum Co-ordinator. The Curriculum Co-ordinator will oversee curriculum coverage, day to day organisation (timetables) and as line manager for Subject Leaders. Subject Leaders in consultation with the Curriculum Co-ordinator, monitor and review the way the subject is taught throughout the school. The Subject Leaders monitor long term and medium term planning, and ensure that appropriate teaching strategies are used. The Curriculum Co-ordinator and Subject Leaders can access medium term plans on the school server. Subject leaders have responsibility for monitoring the way in which resources are stored and managed.

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