

THE LADIES' COLLEGE, MELROSE
and
THE LADIES' COLLEGE PRE – PREPARATORY DEPARTMENT
CURRICULUM POLICY

1. Introduction

The purpose of this policy document is to define the principles and aims of the curriculum at Melrose and The Ladies' College Pre-Preparatory Department and to provide a framework which;

- ◆ Promotes consistency in school planning and school practice.
- ◆ Facilitates development and change.
- ◆ Informs new staff, pupils, parents, governors and the wider community.

This policy document was reviewed in Michaelmas Term 2015. The next full review will be in the Michaelmas Term 2017.

This policy should be viewed in conjunction with the AFL Policy, the Communication Policy, Learning Support Policy, Homework Policy and all subject policies.

The school day

Pre – Preparatory Department: 8.45 – 12.00 half day.
8.45 – 14.45 full day.

Preparatory Department:
Lower Preparatory 8.40 – 14.45
Middle & Upper Preparatory 8.40 – 14.55

Junior Department: 8.40 - 15.30

2. Principles

- The curriculum provides the content for the giving and receiving of information (communication).
- The curriculum underpins all teaching and learning.
- The curriculum covers all aspects of teaching and learning e.g. academic, creative, physical and spiritual.

3. Aims

The College Aims:

To encourage each girl to grow in confidence, enjoy her talents to the full and value the qualities of others.

To provide an environment in which girls grow up happily, develop wide interests and make lifelong friends.

We aim to provide a curriculum which;

- Fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- Is broad and balanced and provides subject matter which is appropriate for the ages and aptitudes of our pupils including those who may have a statement.
- Takes account of the academic, the social and emotional, the physical and the spiritual and moral development of the child.
- Provides a clear structure for the content of teaching and learning.
- Facilitates continuity and progression.
- Gives parents an understanding of the content of their child's learning, enabling them to offer support at home and to work in partnership with the school.
- Takes account of the requirements of the National Curriculum.
- Provides pupils with experiences in mathematical, linguistic, scientific, technological, human and social, physical and aesthetic and creative education.
- Takes account of the prior attainments of our pupils and ensures that these are taken into account when planning lessons.
- Ensures that pupils acquire speaking, listening, literacy and numeracy skills.
- Provides opportunities for development of all our pupils including those with special educational needs for example skilled motivated and talented or learning difficulties, those for whom English is an additional language and for the most able.
- Takes account of the personal, social, health and emotional moral needs and development of our pupils.
- Prepares pupils for the opportunities and responsibilities of later life.
- Ensures the physical and spiritual development of our pupils.

4. The Academic and Co - Curriculum

- We provide our EYFS children with a program of activities which are appropriate to their needs. This includes a range of activities designed to support their Physical, Personal, Social and Emotional Development and their Communication and Language, Literacy, Mathematics, Expressive Art and Design skills and their Understanding of the World. Progress in these seven areas of learning is assessed against the Early Learning Goals of the EYFS Statutory Framework.

- We teach our Preparatory Department pupils the following subjects: Mathematics, English, Humanities including RE, History and Geography, Science, French, Art, Design Technology, ICT, PSHE, Music, PE including Dance and Swimming, Forest School Outdoor Education.
- We teach our Junior Department pupils the following subjects: Mathematics, English, Drama, RE, History, Geography, Science, French, Art, Design Technology, Music, ICT, PSHE, PE and Forest School Outdoor Education. Some of these subjects are taught within our Curriculum enrichment afternoon.
- During the Trinity Term girls in Form III are given an introduction to Latin.
- We provide a rich variety of co-curricular opportunities including Multi – Sport Fitness, Netball, Hockey, Fencing, Preparatory Sports, Drama, Cookery, Choir, Orchestra, Handbells.
- We facilitate peripatetic music by visiting specialist teachers. Individual lessons are available on all orchestral instruments, fife, recorder, saxophone, piano, drum kit and singing.
- We provide curriculum enrichment activities such as visits to local destinations e.g. museums, places of historical interest, farms, veterinary surgeries and beaches for younger pupils. In addition Junior Department pupils participate in Outdoor Guernsey, learning such skills as sea canoeing, orienteering and abseiling and Year 5 & 6 are offered residential trips to London and France.
- We facilitate creative learning by offering Creative Curriculum Days on such themes as ‘Victorians’, ‘Romans’ etc.
- We ensure that IEP’s are in place for pupils in need of Learning Support. (Please see Learning Support Policy.)
- We provide targeted support for pupils with specific needs e.g. those with English as an additional language.
- Pupils in transferring from the Pre-Preparatory Department to Lower Preparatory, or moving a year group within the Preparatory Department, plus those transferring from the Preparatory Department to the Junior Department, spend one afternoon per week with their new class teacher during the Trinity Term. This helps to familiarize pupils with their new teacher and new classroom minimizing academic and social set backs on transition.
- Pupils in the Junior Department and those moving on to Key Stage 3 spend a morning with their new teacher during the Trinity term. The Key Stage 3 Year Coordinator also visits the Form III class at Melrose during the Trinity term.

5. **Planning, Communication and Implementation.**

- Daily planning meetings take place in the Pre-Preparatory Department to ensure a child – led responsive approach.
- Staff ensure that Long Term Planning, Medium Term Planning and Weekly lesson Planning is in place and matches the needs of the pupils. Short term planning is stored centrally on the ‘Melrose drive’.
- The Head of the Junior Department checks the Junior Department weekly planning and the Deputy Head Teacher checks all weekly Planning in the Preparatory Department.
- Weekly meetings take place between the Melrose Head Teacher, the Deputy Head Teacher (Lower Preparatory Class Teacher) and EYFS practitioners provide opportunities for coaching and sharing of good practice.

- A variety of weekly meetings take place to ensure good communication across the Key Stages. These include weekly whole staff meetings, weekly Preparatory Department co-ordination meetings, weekly Junior Department co-ordination meetings and regular liaison meetings between a designated member of Melrose staff and the Senior School ICT technician.
 - If there is an NQT in post we ensure that there are regular liaison meetings with either the Deputy Head Teacher (if the NQT is teaching in the Preparatory Department) or the head of the Junior Department (if the NQT is teaching in the Junior Department). In addition the NQT will attend Island-wide meetings and be offered support by the Head Teacher. This ensures that the NQT is familiar with the College Curriculum and expectations.
 - We ensure that frequent liaison meetings take place between the Learning Support teacher and Class Teachers.
 - We use regular work scrutiny to facilitate consistent marking expectations.
 - We use Learning Walks to promote consistency of approach to teaching and learning.
 - We hold regular moderation meetings to promote consistency in writing assessment.
 - Teaching staff use peer observation sessions to share good practice.
 - Weekly liaison meetings take place between the Melrose Head Teacher and College Director of Studies to facilitate a 'one College' approach.
 - In the Junior Department we use biennial summative assessment to inform planning and ensure progression.
 - We ensure that tracking of individual girls highlighting pastoral information and academic achievement is in place.
 - We ensure that tailored provision is in place for pupils on the Skilled Motivated and Talented Register. (Please see Learning Support Policy.)
6. • Staff arrange meetings towards the end of each academic year to ensure that both academic and pastoral transition information about pupils is shared.

Sharing with Parents

- A Curriculum evening is offered for all parents during the Trinity Term. This evening is designed to give information about class routines as well as specific subject based information and an overview of areas of study and where parental support is required.
- Details of the Curriculum are given in each Department handbook.
- We offer an 'open door' policy and hold frequent informal discussions with parents.
- Parent teacher meetings are offered during the Michaelmas Term.
- Parent teacher meetings are offered during the Lent Term. This meeting offers parents feedback on the results from standardised testing and academic tracking information giving an indication of individual pupil progress. During this meeting the interim half yearly report is issued.
- During the Trinity term a second written report is issued.
- Homework Diaries and Reading Record Books are used to encourage dialogue and communication with parents.

7. Resources

- Planning files in Staff room.
- Electronic planning in folders on the 'Melrose drive'.
- A variety of books, apparatus and ICT programmes.

- Departmental handbooks.

8. **Assessment and Recording**

Please see Assessment Policy, Learning Support Policy and individual subject policies.

9. **Reporting**

Twice yearly written reports to parents.

Discussion meeting with parents in Michaelmas and Lent terms.

IEPs.

Skilled Motivated and Talented information letters.