

## Curriculum Policy

### 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 should be viewed in conjunction with the AFL, Communication, SEND, Differentiation, Homework Policy and all subject policies.

### Principles

The curriculum underpins all teaching and learning, providing opportunities for a broad and balanced education which supports the academic, creative, physical, spiritual and emotional development of every individual.

*The Ladies' College aims to:*

*Encourage each girl to grow in confidence, develop her talents to the full and value the qualities of others,*

*Create an environment where each girl can be happy, love learning and make lifelong friends,*

*Inspire each girl to be the best she can be.*

### Aims

#### Our curriculum aims to;

- Provide pupils with the experiences and tools required to become confident, curious, self-reliant, well-rounded and resilient individuals who are enthused and inspired by the challenges and opportunities that school and indeed life has to offer.
- Actively encourage pupils to feel motivated to aim high, develop higher order thinking skills (HOTS), question ideas, take risks and develop as independent learners, driven by their own self-belief.
- Foster the application of a Growth Mindset approach, recognising intellectual, physical, emotional or creative effort, interest in their work and the ability to think and learn for themselves.

- Be broad and balanced, providing subject matter which is appropriate for the ages and aptitudes of our pupils including those who may have additional learning difficulties and those who are highly able.
- Take account of the personal, social, health and emotional, spiritual, cultural and moral needs of our pupils.
- Use the National Curriculum, to provide a clear structure for the content of teaching and learning which facilitates continuity and progression.
- Provide pupils with skills and strategies to support their social and emotional development.
- Give parents an understanding of the content of their daughter's learning, enabling them to offer support at home, working in partnership with the school.
- Prepare pupils for the opportunities, challenges and responsibilities of later life.
- Develop citizens of the future, aware of the environment and sustainability issues.
- Promote the development of respectful relationships.

## **Teaching and Learning**

### **The School Day**

Pre – Preparatory Department: 8.45 – 11.45 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

### **The Melrose Mindset**

The Melrose Mindset is a Growth Mindset approach of six learning traits, adopted to promote taking risks, seeking challenges, being intellectually brave and not being afraid to fail. It underpins the delivery of the curriculum, embedding the principle that effort and attitude is more important than the end product, as it is a growth mindset approach to learning that will equip pupils with the toolbox needed for later life.

The Melrose Mindsets are Risk Taking, Resilience, Initiative, Curiosity, Collaborative and Reflective. These are promoted and used throughout the school beginning with the introduction of Mindset characters in the Foundation Stage and Preparatory Department eg; Hamid the Hedgehog who 'has a go' and is Risk Taking.

### **Foundation Stage**

- The Early Years Foundation Stage (EYFS) is underpinned through play; this is fundamental to all aspects of a child's development and learning. It is through play and exploration that enables the development of language and emotional growth and enhances creativity and social skills. In the Pre-Preparatory Department pupils are provided with the opportunity to play and explore both indoors and outdoors throughout every day. It is through these different environments in addition to the provision of quality planned experiences that the pupils are able to develop the skills of problem solving and risk taking, as well as team work and social interaction to name only a few of the other benefits.

- The EYFS is structured around the seven areas of learning. The three fundamental Prime areas (Personal, Social and Emotional, Communication & Language, Physical) and the four Specific areas (Literacy, Mathematics, Expressive Art and Design and Understanding of the World.)

### **Preparatory Department**

- Preparatory Department pupils are taught the following subjects: Mathematics, English, Humanities including RE, History, Geography, Science, French, Art, Design Technology, ICT, PSHE, Music, all aspects of PE (including Ballet and Swimming), Forest / Beach School Outdoor Education.
- Pupils are generally taught by a class teacher who is supported by a classroom Learning Support Assistant.
- Transferring pupils from the Pre-Preparatory Department to Lower Preparatory and 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 familiarise pupils with their new teacher and new classroom, easing the transition process.

### **Junior Department**

- Junior Department pupils are taught the following subjects: Mathematics, English, Drama, RE, History, Geography, Science, French, Art, Design Technology, Music, ICT, PSHE, PE and Forest / Beach School Outdoor Education. Some of these subjects are taught within our Curriculum Enrichment afternoon.
- Pupils are taught mainly by the class teacher, supported by Learning Support Assistants and a Curriculum Support Teacher. Subject teachers teach Music, Drama, French and P.E. Pupils in Forms II and III are taught by Senior School staff for Science.
- 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 and Form III have transition visits to the Senior School.
- **Team building activities are used in both departments at the beginning of every term to smooth the transition back into school after each holiday.**
- **Homework is used to support the curriculum from Lower Prep and gradually increases as pupils move up through the school.**

### **Curriculum Enrichment**

- A wide range of curriculum enrichment activities are provided; 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 Forms II and III are offered residential trips to the UK, Lihou and France.
- Curriculum Enrichment Days also enhance the broad curriculum, such as Enterprise Week, Survival Week, Creative Book Days, Victorian Day, Team Building Days etc
- A specific Curriculum Enrichment programme operates in the Juniors on a Tuesday afternoon and incorporates activities such as Cooking, Cross-Curricular ICT, Sports and Forest / Beach Schools activities. Pupils in the Preparatory Department experience a Forest Schools programme on a Friday afternoon.

- A rich variety of other co-curricular clubs run before school, at lunch times and after the school day. These include Multi – Sport Fitness, Netball, Hockey, Fencing, Preparatory Sports, Cricket, Tag Rugby, Football, Recorder, Drama, Maths, ICT, Wildlife, Sewing, Music Theory, Choir, Music Making, Art and Handbells.
- Peripatetic music is offered by visiting specialist teachers. Individual lessons are available on all orchestral instruments, fife, recorder, saxophone, piano, violin, clarinet, bassoon, drum kit and singing.
- A number of visitors support the academic, social and emotional development of the pupils. These include authors, charity representatives, inspirational sportsmen and women, careers and health specialists amongst many others.

### **Inclusion**

- Work is differentiated in class through a variety of methods to meet individual needs. (See differentiation policy)
- Individual pupil progress is regularly tracked, monitored and reviewed and varying levels of support are put in place where necessary.
- Targeted support is provided through our Learning Support Department for pupils with additional learning needs and specific learning difficulties eg; dyslexia and also ensures that provision is in place for recognised Highly Able pupils. (See SEND Policy)

### **Planning, Communication and Implementation.**

#### **Planning**

- 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 SharePoint.
- Weekly planning is monitored by the Heads of the Junior and Preparatory Departments respectively.
- Daily planning meetings take place in the Pre-Preparatory Department to ensure a child – led responsive approach.

#### **Communication**

- A variety of weekly meetings, whole staff meetings, Preparatory Department and Junior Department co-ordination meetings, Pre-Preparatory meetings and SLT meetings.
- Regular meetings take place between Class Teachers and their Learning Support Assistant.
- If there is an NQT in post we ensure that there are regular liaison meetings with their Head of 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.
- Frequent liaisons take place between the Learning Support teacher and Class Teachers.
- The Melrose Head Teacher and Deputy Head Teacher attend whole college SLT meetings and meet with the Senior School Director of Studies to ensure a whole college approach.
- Staff arrange meetings towards the end of each academic year to ensure that both academic and pastoral transition information about pupils is shared with the next teacher.

- ‘Move up’ key information is passed on to the next teacher at the end of each academic year.

### **Monitoring and Review**

- Learning Walks and meetings with Subject Leaders are used to promote consistency of approach to teaching and learning.
- Regular work scrutiny occurs to facilitate consistent marking and feedback.
- Termly moderation meetings occur to promote consistency in writing assessment.
- Teaching staff use peer observation sessions to share good practice.
- In the Junior Department we use biennial summative assessment to inform planning and ensure progression.
- Individual pupil tracking is in place and is used to record pastoral information and academic achievement.

### **Subject Specific Information**

Subject policies can be found on the school’s SharePoint area.

### **Subject Leaders**

Subject Leaders are appointed in the school to support the implementation of the Mathematics, English, ICT and PSHE/Wellbeing areas of the curriculum.

Duties include

- Keeping up to date with developments in their subject at both local and national level.
- Reviewing the way their subject is taught and delivered.
- Ensuring that assessments are completed and children are tracked.
- Acting as a guide for other staff to help with curriculum enquiries, resourcing issues etc.
- Reviewing, organising and purchasing new resources to support teaching.

### **Sharing with Parents**

- A ‘Meet the Teacher’ meeting is offered for all parents during the Trinity Term. This is designed to provide information about class routines as well as specific subject based information and an overview of areas of study and where parental support is required.
- An information evening is held at the start of each Michaelmas Term in order to share any new initiatives or inform parents of key whole school information for the academic year.
- Other subject specific information evenings are held during the year eg; Internet Safety
- Details of the Curriculum are given in the Parent Handbook.
- Melrose operates an ‘open door’ policy and teachers 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 effort and progress shown through both assessments and classwork. During this meeting the interim Mid-Year Report is issued.
- During the Trinity Term an End of Year report is issued.

- Homework Diaries, Reading Record Books, Seesaw, Evidence for Learning, emails and information letters are used to encourage dialogue and communication with parents.

### **Resources**

- Well-equipped subject specific rooms e.g.; Activity Room, Dance & Music Studios, Outdoor Classroom, Learning Support Room etc.
- A range of practical teaching resources, books, ICT resources etc for both indoor and outdoor learning.
- Specialist subject teachers and visiting specialists.
- Melrose Mindset, HOTS & Decider Skills Resources and displays.
- Electronic planning in folders on Sharepoint
- Parent handbook.
- Parent Information Booklets

### **Assessment and Recording**

Please see Assessment Policy, SEND Policy and individual subject policies.

### **Reporting**

Twice yearly formal written reports to parents.

Discussion meeting with parents in Michaelmas and Lent terms.

Informal meetings with parents when necessary.

Learning Plans